

## **ABSTRACT**

### **THE INFLUENCE OF USING COLLABORATIVE STRATEGIC READING (CSR) TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 16 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR**

**By  
Nita Utami**

Reading is one of language skills that should be mastered by the students. In reading the text we can find the knowledge, information that we have never known before. Based on an interview with the English teacher at the eleventh grade of SMA Negeri 16 Bandar Lampung, it was found the students still had difficulties in comprehending reading. Therefore, the researcher was interested to know whether there is a significant influence of using collaborative strategic reading towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

The research methodology used was quasi experimental design. In this research the population of this research was the eleventh grade of SMA Negeri 16 Bandar Lampung which consists of ten classes. The sample of this research was two classes consisting of 32 students for experimental class that is XI IPA 6 class and 32 students for control class that is XI IPA 2 class. In the experimental class, the researcher used collaborative strategic reading and in the control class the teacher used Scanning Strategy. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions test which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.00$  and  $= 0.05$ . It means  $H_a$  is accepted because  $Sig < = 0.00 < 0.05$ . Therefore, there is a significant influence of using collaborative strategic reading towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung.

**Keywords:** CSR, Reading Comprehension, Experimental Research Design

## **DECLARATION**

Hereby, I state this thesis entitled “The Influence of Using Collaborative Strategic Reading (CSR) Towards Students’ Reading Comprehension at The Second Semester of The Eleventh Grade of SMA Negeri 16 Bandar Lampung in 2016/2017 Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, June 2017  
Declared by,

**Nita Utami**  
**NPM. 1211040076**

## MOTTO

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

[It will be said to him:] "Read thine [own] record: Sufficient is thy soul this day to make out an account against thee."

[QS. Al-Isra' (17): 14]<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf 'Ali, *The Holy Qur'an, Text and Translation*, (India: Millat Book Centre, 2006), p.132

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Baharudin and Mrs. Sri Wahyuni who always pray for my success and give me motivation and also support to study hard until now. I love them so much.
2. My beloved brother Bayu Ramadhan who always give me spirit and suggestion for my success.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

## **CURRICULUM VITAE**

The researcher's name is Nita Utami. She was born in Bandar Lampung on November 15<sup>th</sup>, 1993. She is the first child of Mr. Baharudin and Mrs. Sri Wahyuni's children. She has one brother whose name is Bayu Ramadhan.

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All praises be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of Using Collaborative Strategic Reading (CSR) Towards Students’ Reading Comprehension at The Second Semester of The Eleventh Grade of SMA Negeri 16 Bandar Lampung in 2016/2017 Academic year” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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10. Her beloved family in KKN; Mira, Nopi, Popi, and Sabrina.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely

welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, June 2017  
The Researcher,

**Nita Utami**  
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## TABLE OF CONTENTS

|                                    | Page       |
|------------------------------------|------------|
| <b>COVER .....</b>                 | <b>i</b>   |
| <b>ABSTRACT .....</b>              | <b>ii</b>  |
| <b>APPROVAL</b>                    |            |
| <b>.....</b>                       | <b>ii</b>  |
| <b>i</b>                           |            |
| <b>ADMISSION .....</b>             | <b>iv</b>  |
| <b>DECLARATION .....</b>           | <b>v</b>   |
| <b>MOTTO .....</b>                 | <b>vi</b>  |
| <b>DEDICATION</b>                  |            |
| <b>.....</b>                       | <b>vi</b>  |
| <b>i</b>                           |            |
| <b>CURRICULUM VITAE</b>            |            |
| <b>.....</b>                       | <b>vi</b>  |
| <b>ii</b>                          |            |
| <b>ACKNOWLEDGEMENT .....</b>       | <b>ix</b>  |
| <b>TABLE OF CONTENT.....</b>       | <b>xii</b> |
| <b>LIST OF TABLE .....</b>         | <b>xv</b>  |
| <b>LIST OF FIGURE .....</b>        | <b>xvi</b> |
| <b>LIST OF APPENDICES</b>          |            |
| <b>.....</b>                       | <b>x</b>   |
| <b>vii</b>                         |            |
| <br><b>CHAPTER I INTRODUCTION</b>  |            |
| A. Background of The Problem ..... | 1          |

|  |   |
|--|---|
| B. Identification of The Problem ..... | 6 |
| C. Limitation of The Problem.....      | 6 |
| D. Formulation of The Problem.....     | 6 |
| E. Objective of The Research .....     | 6 |
| F. Uses of The Research.....           | 7 |
| G. Scope of The Research.....          | 7 |

## **CHAPTER II REVIEW OF RELATED LITERATURE**

|   |    |
|---|----|
| A. Concept of Reading .....                           | 9  |
| B. Concept of Reading Comprehension .....             | 10 |
| C. Concept of Teaching Reading .....                  | 12 |
| D. Concept of Narrative Text.....                     | 15 |
| E. Generic Structure of Narrative Text.....           | 15 |
| F. Concept of Collaborative Strategic Reading .....   | 16 |
| G. Procedure of Collaborative Strategic Reading ..... | 18 |
| H. Advantages and Disadvantages of CSR .....          | 24 |
| I. Concept of Scanning Strategy .....                 | 25 |
| J. Procedure of Scanning Strategy .....               | 26 |
| K. Frame of Thinking.....                             | 28 |
| L. Hypothesis .....                                   | 29 |

## **CHAPTER III RESEARCH METHODOLOGY**

|  |    |
|--|----|
| A. Research Design.....                            | 30 |
| B. Variables of The Research .....                 | 31 |
| C. Operational Definition of Variable .....        | 32 |
| D. Population, Sample and Sampling Technique ..... | 33 |
| E. Data Collecting Technique.....                  | 35 |
| F. Instrument of The Research .....                | 35 |

|  |    |
|--|----|
| G. Research Procedure .....                    | 42 |
| H. Scoring System .....                        | 44 |
| I. Validity and Reliability of The Test .....  | 45 |
| J. Data Analysis .....                         | 48 |
| <br><b>CHAPTER IV</b>                          |    |
| A. Research Implementation .....               | 51 |
| B. Data Analysis                               |    |
| 1. Result of Pre-test .....                    | 53 |
| 2. Result of Post-test .....                   | 55 |
| 3. Result of Normality Test .....              | 57 |
| 4. Result of Homogeneity Test .....            | 58 |
| 5. Result of Hypothetical Test .....           | 59 |
| E. Discussion .....                            | 60 |
| <br><b>CHAPTER V CONCLUSION AND SUGGESTION</b> |    |
| A. Conclusion .....                            | 63 |
| B. Suggestion .....                            | 64 |
| <br><b>REFERENCES</b>                          |    |
| <b>APPENDICES</b>                              |    |

## LIST OF TABLE

|   | <b>Page</b> |
|---|-------------|
| Table I The Students' Reading Score.....  | 3           |
| Table II CSR Learning Log.....  | 20          |
| Table III CSR Leader's Cue Sheet .....  | 21          |
| Table IV Pre-tets and Post-test Design .....  | 30          |
| Table V The Number of The Eleventh Grade Students of SMA Negeri 16<br>Bandar Lampung in 2016/2017 Academic Year ..... | 33          |
| Table VI The Specification of Pre-test Items Before Validity Test.....  | 36          |
| Table VII The Specification of Pre-test Items After Validity Test.....  | 38          |
| Table VIII The Specification of Post-test Items Before Validity Test.....   | 39          |
| Table IX The Specification of Post-test Items After Validity Test.....  | 41          |
| Table X Normality of The Experimental and Control Class.....  | 58          |
| Table XI The Result of Homogeneity Test .....   | 59          |
| Table XII The Result of Hypothetical Test.....  | 60          |

## LIST OF FIGURES

|   | <b>Page</b> |
|---|-------------|
| Figure 1 Graphs of The Result of The Pre-test in Experimetal Class .....  | 53          |
| Figure 2 Graphs of The Result of The Pre-test in Control Class .....      | 54          |
| Figure 3 Graphs of The Result of The Post-test in Experimetal Class ..... | 55          |
| Figure 4 Graphs of The Result of The Post-test in Control Class.....      | 56          |

## LIST OF APPENDICES

|   | <b>Page</b> |
|---|-------------|
| Appendix 1 Brief Profile of SMA Negeri 16 Bandar Lampung .....        | 70          |
| Appendix 2 Syllabus .....   | 76          |
| Appendix 3 The Result of Interview The Teacher .....                  | 79          |
| Appendix 4 The Result of Interview The Students .....                 | 80          |
| Appendix 5 The Students' Reading Score .....                          | 81          |
| Appendix 6 The Test Item for Tryout Pre-test.....                     | 86          |
| Appendix 7 The Test Item for Tryout Pos-test .....                    | 99          |
| Appendix 8 Key Answer Tryout for Pre-test and Post-test<br>.....<br>2 | 11          |
| Appendix 9 Form of Construct Validity for Reading Test<br>.....<br>3  | 11          |
| Appendix 10 The Test Item for Pre-test<br>.....<br>7                  | 11          |
| Appendix 11 The Test Item for Post-test<br>.....<br>6                 | 12          |

|  |     |
|--|-----|
| Appendix 12 Key Answer for Pre-test and Post-test .....            | 13  |
| 5  |     |
| Appendix 13 Lesson plan for Experiment class .....                 | 13  |
| 6  |     |
| Appendix 14 Lesson plan for Control class .....                    | 155 |
| Appendix 15 Rekap Analysis Butir Soal Using Anates .....           | 174 |
| Appendix 16 Result of The Pre-test in The Experimetal Class .....  | 178 |
| Appendix 17 Result of The Pre-test in The Control Class .....      | 179 |
| Appendix 18 Result of The Post-test in The Experimetal Class ..... | 180 |
| Appendix 19 Result of The Post-test in The Control Class .....     | 181 |
| Appendix 20 The Score of The Students in Experimental Class .....  | 182 |
| Appendix 21 The Score of The Students in Control Class .....       | 183 |
| Appendix 22 The Result of Normality and Homogeneity Test .....     | 184 |
| Appendix 23 The Result of T-test .....                             | 186 |
| Appendix 24 Documentation .....                                    | 187 |

## CHAPTER I INTRODUCTION

### A. Background of The Problem

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.<sup>2</sup> It means that by reading the reader will do analysis, coordination, and interpretation to get information. The reader got information from variety of sources that they read in reading process. In reading process the reader get information from analysis, coordination, and interpretation the text that they read.

Reading is the most useful and important skill for people. This skill is more important than speaking and writing.<sup>3</sup> It means that reading is most useful and important skill for people or students. Reading is important skill that should be mastered besides listening, writing, and speaking.

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>4</sup> It means that students read English text to increase vocabulary. Then, they get better knowledge from information. By reading, students will get additional vocabulary and also help students to be easy on their writing.

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<sup>2</sup>Donna M. Scanlon at all., *Early Intervention For Reading Difficulties*, (New York: The Guilford Press, 2010), p.9

<sup>3</sup>M. F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)*, (Vaishali Nagar: Sunrise, 2008), p.113

<sup>3</sup> Jeremy Harmer, *How To Teach English*, (New York: Longman Publishing ,2007), p.99



Based on the explanation above, reading is a process to get information. The reader will do analysis, coordination, and interpretation to get information. The reader should find many kinds of information sources that are written in English. Reading as head of skill in English should be mastered by the reader or students. The students have to increase their vocabulary to run well reading process and also to get the information appropriately.

English in Indonesia as foreign language. One of the skills in English is reading. As one skill of English, reading is needed in school environment that should be learned by students, instead of listening, speaking, and writing. Based on the *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum) 2006, in the syllabus of Senior High School that Narrative text included as one of subject materials in reading.<sup>5</sup> Narrative text is one of genres which is taught at the eleventh grade students of SMA and MA.

Based on the preliminary research data obtained by interviewing the English Teacher there, Hidayati, S.Pd, most of the students of SMA Negeri 16 Bandar Lampung has little exposures to used English in real life situation. The students are determined to learn structure, grammar, vocabulary, and specially reading comprehension. They got difficulties to remember new meaning of word. In addition, the reseacher assumes that it happened because some factors such as the teacher did not used various strategy in English language teaching process because of limited time to study.

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<sup>5</sup>Syllabus of 2006 *Kurikulum Tingkat Satuan Pendidikan* for SMA/MA

Moreover, the students felt bored in learning English especially in reading section. They were lazy to learn, low motivation in learning English and lack of interest in learning reading text. For that reason, they followed English class because it was a compulsory subject for them to pass semester 1 and semester 2. As the result, the students turn into less active readers and at the end they might become less competent in reading skill. Table 1 showed the students' English reading score. This score is from the students' score of mid test.

**Table 1**  
**The Students' English Reading Score**

| No.               | Class    | Score         |               | The number of students |
|-------------------|----------|---------------|---------------|------------------------|
|                   |          | 76            | < 76          |                        |
| 1                 | XI IPA 1 | 15            | 17            | 32                     |
| 2                 | XI IPA 2 | 17            | 15            | 32                     |
| 3                 | XI IPA 3 | 15            | 18            | 33                     |
| 4                 | XI IPA 4 | 13            | 21            | 34                     |
| 5                 | XI IPA 5 | 15            | 19            | 34                     |
| 6                 | XI IPA 6 | 11            | 21            | 32                     |
| 7                 | XI IPS 1 | 15            | 19            | 34                     |
| 8                 | XI IPS 2 | 13            | 21            | 34                     |
| 9                 | XI IPS 3 | 10            | 23            | 33                     |
| 10                | XI IPS 4 | 12            | 22            | 34                     |
| <b>Total</b>      |          | <b>136</b>    | <b>196</b>    | <b>332</b>             |
| <b>Percentage</b> |          | <b>40.96%</b> | <b>59.04%</b> | <b>100%</b>            |

*Source: Documents of the English Reading Score at the mid test of the Eleventh Grade of SMA Negeri 16 Bandar Lampung.*

The standard score of KKM at the eleventh grade in SMA Negeri 16 Bandar Lampung is 76. From the data above, it was known that there were only 136 students that got score above 76 from the total 332 students at eleventh grade of SMA Negeri

16 Bandar Lampung. In addition, the students who got the score under 76 were 196 students.

CSR teaches students to use comprehension strategies while working cooperatively.<sup>6</sup> It means that CSR is good comprehension strategies for the students while working cooperatively in reading activity. By using CSR, students work cooperatively in group and developed their comprehension together. By working cooperatively in group, it will make the students easier to comprehend the text.

CSR provides students with a more independent way to interact with grade-level textbooks and learn important content than, for example, a whole class, teacher-led that involves reading the text and answering the question at the end of the chapter.<sup>7</sup> It means that CSR gives the students more independent way to interact with the textbook or content that they want to learn. This strategy involves reading the text and answering the question after learning at the end.

From statement above the reseacher concluded that Collaborative Strategic Reading (CSR) is a good strategy for teaching in reading comprehension which students learning with working cooperatively. By learning in group the students will be easier to get comprehend. This stratgey provides students more independent way to interact with content that they want to learn.

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<sup>6</sup>Mohamad Jafre Zainol Abidin, Riswanto, *Collaborative Strategic Reading within Cognitive and Metacognitive Strategies perspective* "International Journal of Humanities and Social Science"(vol.2 no.3; February 2012)", p.193

<sup>7</sup>Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (NewYork : The Guilford Press, 2007), p.142

This strategy is effective on students reading comprehension on text. It has been revealed by script written by Nurhayati about The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Descriptive Text. The result showed that there is a significant difference between teaching reading comprehension of descriptive text by using Collaborative Strategic Reading (CSR) and without using Collaborative Strategic Reading (CSR). It proved by the result of gained score from both classes that showed the experiment class got higher result than the control class.<sup>8</sup>

In addition, a research done at seventh grade students of a public senior high school in Majalengka, West Java by Olivia about Collaborative Strategic Reading Implementation to Improve Students' Reading Comprehension showed that there is improvement on students' reading comprehension.<sup>9</sup> Based on the explanation, the researcher concluded that there are some differences between the previous studies and this research. There are Collaborative Strategic Reading (CSR) is effective on students reading comprehension on text, especially on descriptive text and narrative text. CSR could apply not only for eleventh grade on senior high school, but could apply on tenth grade and seventh grade on junior high school. And the last, revealed by journal written by Olivia the students feel that CSR improve their motivation in learning English and CSR brings more fun to the process of learning.

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<sup>8</sup> Dede Nurhayati, *The Effectiveness of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Descriptive Text*, (Jakarta, 2015), p.38

<sup>9</sup>Desy Olivia Riani, *Collaborative Strategic Reading Implementation to Improve Students' Reading Comprehension*, <http://journal.uniku.ac.id/index.php/ERJEE>

### **B. Identification of The problem**

Based on the background of the problem, the reseacher identified the problem as follows:

1. The students get difficulties to remember new meaning of word that they just read.
2. The students can not get the point idea from what they have read.

### **C. Limitation of The problem**

In this research, the reseacher limited the problem that was the influence of using Collaborative Strategic Reading (CSR) toward students' reading comprehension.

### **D. Formulation of the problem**

Based on the limitation of the problem above, the reseacher formulates the problem as follows:

Is there any significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehensionat the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year ?

### **E. Objective of The Research**

Based on the formulation of the problem above, the objective of the research was to know whether there is any significant influence of using Collaborative Strategic Reading (CSR) toward students' reading comprehension.

## **F. Uses of The Research**

It is expected that the finding of the research can be useful:

### **a. Theoretically**

The result of this research hopefully can give contributions for the previous studies and provide information about the influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension.

### **b. Practically**

#### **1. For the teacher**

The result of this research is to give information to the English teacher of SMA Negeri 16 Bandar Lampung about the influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension.

#### **2. For the students**

The result of this research is to motivated the students to learn more about reading comprehension

## **G. Scope of Reseacrh**

### **1. The subject of the research**

The subject of the research was the students at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 Academic Year.

2. The object of the research

The object of the research was the use of Collaborative Strategic Reading (CSR) and students' reading comprehension.

3. The place of the research

The research was conducted at SMA Negeri 16 Bandar Lampung.

4. The time of the Research

The research was conducted at the second semester in 2016/2017 academic year.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages.<sup>10</sup> It means that reading is activity between brain and eyes. While the eyes received the messages, also the brain then has to work out these messages. This activity combination between eyes and brain to work together to get information.

Moreover, reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>11</sup> It means that reading is ability to get information appropriately from the printed page or text that read by the reader. The reader draw or imagine meaning by themselves. Then the reader making sense to make easy in getting the meaning appropriately from the printed word.

In addition, Harmer defines that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>12</sup> It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It could made the readers easier to get main ideas from the text and their reading activity will be success.

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<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching: New Addition*, (New York: Longman Publishing, 1991), p.190

<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2005), p.69

<sup>12</sup> Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.54



Based on the explanation above, the researcher concluded that reading is activity among eyes and brain to get information appropriately. To get information appropriately from the printed text the reader could making sense. The readers also need to understood what they read, and what the word mean.

### **B. Concept of Reading Comprehension**

Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading and fluency.<sup>13</sup> It means that reading comprehension is a construction process of understanding meaning from a text, so after reading a text reader can know what the content of the text and getting the meaning of the text.

To comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long.<sup>14</sup> It means that the reader must be able to recognize words and access text integration processes to stimulate their stores of related information in their long to comprehend text.

Willis states that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.<sup>15</sup>It means

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<sup>13</sup> Karen R. Harris and Steve Graham, *Ibid.*, p.2

<sup>14</sup> Judy Willis, M. D, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p.128

<sup>15</sup> *Ibid*, p.138

that comprehension is a process of understanding text done by the readers to probe the information.

Based on the statements above, the researcher concluded that reading comprehension is a construction process of understanding meaning from a text, after reading a text reader could know what the content of the text and getting the meaning or information of the text. To comprehend text, the reader must be able to recognize words and access text integration processes to stimulate their stores of related information in their long. Likewise comprehension is a process of understanding text done by the readers to probe the information.

Brown states there are some aspects commonly used in measuring students' reading comprehension ability as follows:

1. Main idea (topic)
2. Expression/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea

## 8. Vocabulary content.<sup>16</sup>

It means that specification of reading comprehension must be applied in the process of teaching reading. Reading comprehension is not only understanding content of the text but also knowing main idea in the text. The readers read the text to gain information about main idea (topic), phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content.

### C. Concept of Teaching Reading

Teaching is a process of giving new knowledge to students. Brown states that Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>17</sup> It means that teaching is guiding the learner for process of learning. In the process of learning, teacher must give students interesting activity.

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“He who taught [the use of] the pen (4), Taught man that which he knew not (5).

[Q.S Al-‘Alaq (96): 4-5]<sup>18</sup>

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<sup>16</sup>H. Douglas Brown, *Language Assessment : Principles and classroom Practices*, (San Fransisco:Longman, 2003), p.206

<sup>17</sup>H. Douglas Brown, *Principle Language Learning and Teaching 5<sup>th</sup>Ed*, Britian : Person Longman, 2007, p.8

<sup>18</sup>Abdullah Yusuf ‘Ali, *The Holly Qur’an, Text and Translation*, (India: Millat Book Centre, 2006), p.240

Based on the ayat above, the reseacher assumes that teaching is really important for everyone to improve the knowledge, to make people being usefull human, and also to teaches how manages life well.

In teaching reading, the teacher has to pay attention to some principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows:

- 1) Reading is not a passive skill.
- 2) Students need to be engaged with what they are reading.
- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.<sup>19</sup>

Based on the explanation above, it can be concluded that inteaching and learning process,reading is one of basic skill that the students must be mastered. Teaching reading is not boring activity. The teacher has to choose appropriate text in teaching reading. It makes the students active in the class.

There are three activity in teaching reading, such as pre-reading activity, whilst-reading activity and post-reading activity”.

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<sup>19</sup>Jeremy Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching* , (Edinburgh Gate : Longman, 2001), p.70

### 1. “Pre-reading activity”

This activity is designed to prepare the students for actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In pre-teaching activity the teachers introduce the topic by brainstorming through media, and pictures.

### 2. “Whilst-reading activity”

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about text, and ask the students to do assignment based on the text.

### 3. “Post-reading activity”

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make summary about the text.<sup>20</sup>

It can be concluded that teacher teaches reading by plan in the class. Teaching reading is using pre-reading activity, whilst-reading activity, and post reading activity. Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan in order to be easy in the process of

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<sup>20</sup>H. Douglas Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy*, United States of America: Prentice Hall, 1994, p.85

teaching reading in the class. It can make the students are interesting, more active and the students usually are easier to comprehend the text in the learning process, especially in reading.

#### **D. Concept of Narrative Text**

Narrative is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.<sup>21</sup> According to Weliya in her journal that narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.<sup>22</sup> It means that narrative is a text which contains about story and its plot consist of complication and resolution.

Based on the explanation above, it can be concluded that narrative text is a text which tell a story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consist of complication and resolution to entertains or informs the reader.

#### **E. Generic Structure of Narrative Text**

According to Anderson there are steps for constructing a narrative text.

Constructing a narrative:

- 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place,

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<sup>21</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Chapel Street: Macmilan,2003), p. 8

<sup>22</sup>Sonneta Welliya, *Narrative Teks*  
on: <http://www.unituebingen.de/engl/downloads/narrativetexts/Narrative%20Texts%20Lecture%201.pdf>, accessed on March, 1<sup>st</sup> of March 2015.

and where the action is happening.

- 2) A Complication that sets off chain of event that influences what will happen in the story.
- 3) A sequence of event where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) A coda that provides a comment or moral based on what has been learned from the story.<sup>23</sup>

Based on the statement above, it can be concluded that the students can easily get information in narrative text by knowing generic structure or steps for constructing a narrative text, which is orientation, complication, sequence of even, resolution and coda.

#### **F. Concept of Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) is one of strategy used to teach reading comprehension to students by guiding them to use comprehension strategies while working cooperatively, divide the students into some small groups that consist of 5 students. This strategy would build and explore readers' prior knowledge and promote the reading comprehension. Collaborative Strategic Reading allowed the students to collaborate with teacher and other students to construct their

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<sup>23</sup>Mark Anderson and Kathy Anderson, *Op.cit*, p. 8

understanding in reading a text.<sup>24</sup> It means that CSR is a strategy who the teacher and the students working together cooperatively to construct their understanding in reading a text. The students in the class make a small group consist of 5 students.

CSR provide students with a more independent way to interact with grade-level textbooks and learn important content than, for example, a whole class, teacher-led that involves reading the text and answering the question at the end of the chapter.<sup>25</sup> It means that CSR give the students more independent way to interact with the textbook or content that they want to learn. This strategy involves reading the text and answering the question after learning at the end.

CSR provided positive support for student learning and students made significant improvements in different aspects of reading abilities.<sup>26</sup> It means that CSR give significant improvements for the students in their different abilities in reading. CSR support the students learning so the students enjoyed the learning reading processes.

Based on the statement above the reseacher concluded that Collaborative Strategic Reading (CSR) is a strategy for teaching reading which students cooperate in small group consist of five students in a group with diverse abilities, the teacher working together with the students as guide and help students in understanding the text, this

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<sup>24</sup>Aisyah Kahar, Jos E, Wahyudin, *Using Collaborative Strategic Reading (CSR) to Develop Reading Comprehension on The Second Year Students*, e-Journal of "English Language Teaching Society (ELTS)" (Vol. 3 No. 2 2015 – ISSN 2331-1841), p.3

<sup>25</sup>Karen R. Harris and Steve Graham, *Ibid.*, p.142

<sup>26</sup>William Grabe, *Reading as a Second Language: Moving From Theory to Practice*, (The United States: Cambridge University Press, 2009), p. 233



strategy can help students to improve their reading comprehension. CSR also provided positive support for student learning and students made significant improvements in different aspects of reading abilities.

#### **G. Procedure of Collaborative Strategic Reading (CSR)**

Based on Bremer, Collaborative Strategic Reading can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing.

##### **a. Phase 1. Teaching the Strategies**

In this phase, students learn four strategies: preview, click and clunk, get the gist, and wrap up. Preview is used only before reading the entire text for the lesson. Meanwhile, wrap-up is used only after reading the entire the text for the lesson. The other two strategies, click and clunk and get the gist, are used many times while reading the text, after each paragraph or two.

##### **b. Phase 2. Cooperative Learning Group Roles**

In cooperative group, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively. Bremer et al. describe the procedures for using in groups as follows:

##### **1) Set the stage**

First, the teacher assigns students to group. Each group should include about four students of varying ability. Then, the teacher assigns roles to students. Roles should rotate on regular basis so that students can experience a variety

of roles. Possible roles include a leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.

## **2) Materials**

The following materials may be helpful as a teacher assists students to use CSR and cooperative learning strategy.

1. Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration:
  - a) Providing clues that help students predict what they will be learning
  - b) Having one main idea in a paragraph
  - c) Providing context that helps students connect information
2. Clunk cards. Each of the four clunk cards contains one fix-up strategy.
3. Fix-up strategies included in the clunk cards are:
  - a) Reread the sentence with the clunk and looks for key ideas to help you figure out the word – think about what makes sense
  - b) Reread the sentences before and after the clunk looking for clues
  - c) Break the word apart and look for smaller words that you know.
4. Cue card. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.

5. Learning log. CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students.
6. Timer (optional). Times that students set by themselves can help group to remain on task.
7. Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.<sup>27</sup>

**Table II**  
**CSR Learning Log**

Topic : \_\_\_\_\_ Date : \_\_\_\_\_

Group & Members : \_\_\_\_\_

|                           |                           |   |  |  |
|---------------------------|---------------------------|---|--|--|
| <b>BEFORE<br/>READING</b> | <b>PREVIEW</b>            | 1. Brainstorm: What I already know about the topic: |  |  |
|                           |                           | 2. Predict : What I think I will learn              |  |  |
| <b>DURING READING</b>     | <b>CLUNKS &amp; GISTS</b> | First section                                       | Second section                             | Third section                              |
|                           |                           | Clunks :<br><br><br><br><br><br><br>Gist :          | Clunks :<br><br><br><br><br><br><br>Gist : | Clunks :<br><br><br><br><br><br><br>Gist : |

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<sup>27</sup>Christine D. Bremer, et al, “*Collaborative Strategic Reading (CSR): Improving Secondary Students’ Reading Comprehension Skills*”, (Research to Practice Brief, volume 1, 2002), p. 4



|  |  |  |
|--|--|--|
| <p>S: Announcer, please call on people to share their best ideas.</p> <p>S: Now let's predict and write everything we think we might learn about from reading today.</p> <p>S: Announcer, please call on people to share their best ideas.</p> | <p>Clunk Expert, please help us out.</p> <p><b>Get the Gist:</b></p> <p>S: What is the most important idea we have learned about the topic so far? Everyone think of the gist.</p> <p>S: Now we will go around the group and each say the gist in our own words. Announcer, please call on someone to share their answer.</p> <p>Go back and do all of the steps in this column over for each section.</p> | <p>to share their best questions.</p> <p>S: In our Learning Logs, let's write down as many statements as we can about what learned.</p> <p>S: Announcer, please call on people to share something they learned.</p> <p>Compliments and Suggestions:</p> <p>S: The Encourager has been watching carefully and will now tell us two things we did really well as a group today.</p> <p>S: Is there anything that would help us do even better next time.</p> |
|--|--|--|

Here the CSR's Plan for Strategic Reading according to Klingner and Vaughn:

### Before Reading

1. Preview
  - a. Brainstorm: What do we already know about the topic?
  - b. Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first paragraph or section)

### During Reading

2. Click and Clunk
  - a. Were there any parts that were hard to understand (clunks)?

b. How can we fix the clunks? Use fix-up strategies.

- 1) Reread the sentence and look for key ideas to help you understand the word.
- 2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- 3) Look for a prefix or suffix in the word.
- 4) Break the word apart and look for smaller words.

3. Get the Gist

- a. What is the most important person, place, or thing?
- b. What is the most important idea about the person, place, or thing?

R E A D (Do Steps 2 and 3 again, with all the paragraphs or sections in the passage.)

### **After Reading**

4. Wrap Up

Ask questions: What questions would show we understand the most important information? What are the answers to those questions?<sup>28</sup>

Based on two procedure of CSR above, the reseacher concluded that procedure of teaching narrative text using CSR are:

1. Introduce the procedures of Collaborative Strategic Reading (CSR). Tell students about the advantages in learning reading using Collaborative Strategic Reading

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<sup>28</sup>J K, Klingner and S. Vaughn, *Using Collaborative Strategic Reading*, (The Council for Exceptional Children, 1998), p.33

(CSR) and explain them that Collaborative Strategic Reading (CSR) is useful for them to develop their reading comprehension of narrative text.

2. Divided students into small groups. Each group consists of 4-5 students. After all students get a group, they have to choose the role as a leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.
3. Give the students instruction to practice reading activity using Collaborative Strategic Reading (CSR) including preview, click and clunk, get the gist, and wrap up.
4. Control all group when the students work and help if they find problem.
5. Ask the students to retell the text in front of the class and other students give their argument.
6. Give students some questions related to the text. This activity is done individually. After finishing, they collected the answer sheet. Finally, make an evaluation about students' answer, it will make the teacher knows their score in reading comprehension.

## **H. Advantages and Disadvantages of CSR**

### **Advantages:**

1. Facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classroom

2. Helps students learn specific (*preview*), monitoring understanding (*click and clunk*), finding main idea (*get the gist*), and generating question and reviewing key ideas (*wrap up*)
3. Provides student plays a critical role associated with the effective functioning of the group.<sup>29</sup>

**Disadvantages:**

1. Sometimes there are some students who can't learn as quickly as the others.
2. Quite students may not feel comfortable.
3. Sometimes students just don't get along.<sup>30</sup>

**I. Concept of Scanning Strategy**

Teaching reading has many strategy. According to Brown, two most valuable reading strategies for learners are skimming and scanning.<sup>31</sup> It means that Scanning is one of strategy in reading. Particular scanning strategy is needed not only to overcome students difficulties, but also to improve reading comprehension. Thus, students can increase knowledge by scanning strategy.

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<sup>29</sup>J K. Klingner et al., Collaborative Strategic Reading: "Real-World lessons from Classroom Teachers", (Remedial and Special Education, vol. 25. No. 5, 2004), p. 292

<sup>30</sup>*Ibid.*,

<sup>31</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2<sup>nd</sup> Ed*, (New York : Longman), 2001, p. 308



Scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning.<sup>32</sup> It means that searches for keywords or ideas in a written text information such as name, date, place, or some particular content without reading the entire article. Readers may also scan a text looking for picture clues that may help them to identify any unknown words.

Scanning is a strategy used by all readers to find relevant information in a text.<sup>33</sup> It means that to find the relevant information, the readers use scanning strategy. By scanning strategy the reader easier find the relevant information that they need in a text. With this strategy, the reader will find out the information.

Based on the explanation above, the reseacher concluded that scanning strategy is a good teaching strategy way for students to develop reading. This teaching strategy could be used by students to comprehension a text. Scanning strategy very useful in reading activity. By using scanning the reader do not should read all the text. Makes students easier, quick, and relevant to find out the information.

## **J. Procedure of Scanning Strategy**

Scanning Strategy used by the English teacher to teach the students in reading. The

Implementation scanning strategy :

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<sup>32</sup>Reysha Kusuma, Fairuz Zuhri, Esti, *The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 SURABAYA*, e-Journal UNESA (Vol. 1 No. 1 2013), p. 2

<sup>33</sup> H. Douglas, Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco, 2003), p. 209

1. Use a suitable text to teach what scanning is and its purpose
2. The students practise scanning by using paragraphs exposed on an overhead projector for a short period; students are asked to locate specific information.
3. Provide questions for students to classify into those best answered by scanning.<sup>34</sup>

According to Arundel, there are several steps to maximize the use of scanning system on reading comprehension:

1. Keep in mind at all the time what is you are searching for.
2. Anticipate in what form the information is likely to appear numbers, proper nouns, ect.
3. Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But if the material is long or difficult, it may be neccessary to determine which part of the article to scan.
4. Let your eyes run rapidly over several lines of print at a time.
5. Read the entire sentence when you find the sentence that has the information you seek.<sup>35</sup>

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<sup>34</sup> New South Wales and Department of Education and Training, *Programming and Strategies Handbook : Assisting Year 3 And 5 Students Who Need Additional Support In Literacy*, (Sydney:Dept. Of Education and Training, 2000), p.153

<sup>35</sup>Reysha Kusuma, Op.Cit, p.3

Based on two procedure of Scanning Strategy above, the reseacher conclude that procedure of teaching narrative text using Scanning Strategy are:

1. Introduce the procedures of Scanning Strategy. Tell students about the advantages in learning reading using Scanning Strategy and explain them that Scanning Strategy is good for them to develop their reading comprehension of narrative text.
2. The students work individually.
3. The students read all of the questions before reading activity
4. Give the students instruction to practice reading activity using Scanning.
5. The students have to search relevant information to answer the questions based on the text.
6. Control all group when the students work and help if they find problem.
7. After finishing, they collected the answer sheet. Finally, make an evaluation about students' answer, it will make the teacher knows their score in reading comprehension.

#### **K. Frame of Thinking**

Based on the previous theories, the reseacher come to the frame of thinking. Reading is an important aspect in life because someone cannot know anything without reading. Nowadays, many senior high school students are not able to understand reading text. Students feel reading text is too difficult to comprehend. In other words,

students' reading ability in comprehending text is still low. Collaborative Strategic Reading will give some benefits for the students because the students work together in comprehending the text.

In teaching process, when teacher uses Collaborative Strategic Reading it means that teacher give chance and new ability to the students to be actively participated in the reading process, in which the student has role act in the group work. Student get new ability in a group as a leader ,clunk expert, gist expert, encourager and announcer.

Based on description above, the reseacher concluded that Collaborative Strategic Reading (CSR) is a strategy which will make the students are able to improve their reading comprehension. In other words, students will be easier to find the essence from the text.

## **L. Hypothesis**

Concerning to the theories and the frame of thinking, the researcher formulates the hypotheses as follows:

$H_a$  : There is significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

$H_o$  : There is no significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used an experimental design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>36</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi experimental research design. Especially pre-test and post-test control group design which see the students' reading comprehension in narrative text by using Collaborative Strategic Reading. According to Creswell, quasi experimental include assignment, but not random assignment of participants to groups.

Table 2 shows the Pre-test and Post-test design is illustrate as follows:<sup>37</sup>

**Table IV**  
**Pre-test and Post-test Design**

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<sup>36</sup>Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8<sup>th</sup> edition*, (Canada: Wadsworth Cengage Learning), p.301

<sup>37</sup>John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson Education, 2012), p.310

|                           |          |                        |           |
|---------------------------|----------|------------------------|-----------|
| Select Control group      | Pre-test | No Treatment           | Post test |
| Select Experimental group | Pre-test | Experimental Treatment | Post test |

Based on the table above researcher can apply the pre-test and post-test design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups.<sup>38</sup> It means that in quasi experimental design the researcher used the pre-test and post-test design approach. The researcher gave pre-test and post-test to the both of class group to know the differences between the two groups. The researcher conducted experimental treatment activities in experimental class. The researcher used Collaborative Strategic Reading (CSR) as the treatment in experimental class. While in control class the researcher also conducted the treatment but the treatment in control class was different with treatment in experimental class. In control class the researcher used Scanning Strategy as the treatment.

## **B. Variables of the Research**

A variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study.<sup>39</sup>

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<sup>38</sup> *Ibid.*,

<sup>39</sup> *Ibid.*, p.112

This research contains two variables, namely the independent variable and dependent variable.

The variable of the research are follows :

1. The independent variable of the research is using Collaborative Strategic Reading (X).
2. The dependent variable of the research is students' reading comprehension (Y).

### **C. Operational Definition of variable**

The operational variables in this research are as follows:

1. Collaborative Strategic Reading (CSR) is a strategy for teaching reading which students cooperate in small group consist of five students in a group with diverse abilities, the teacher working together with the students as guide and help students in understanding the text, this strategy can help students to improve their reading comprehension. CSR also provided positive support for student learning and students made significant improvements in different aspects of reading abilities. (X)
2. Reading comprehension is a construction process of understanding meaning from a text, after reading a text reader can know what the content of the text and getting the meaning of the text. To comprehend text, the reader must be able to recognize words and access text integration processes to stimulate their stores of

related information in their long. Likewise comprehension is a process of understanding text done by the readers to probe the information. (Y)

#### **D. Population, Sample, and Sampling Technique**

##### **1. Population of The Research**

A population is defined as all members of any well-defined class of people, events, or objects.<sup>40</sup> According to Creswell, a population is a group of individuals who have the same characteristic.<sup>41</sup> The population are the students of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 Academic Year and the total numbers of all the students are 332 students that divided into 10 classes. Based on the statement, all the classes are the population in this research.

The distribution of the population of the research can be seen in the following table:

**Table V**  
**The Number of the Eleventh Grade Students of SMANegeri 16 Bandar Lampung in 2016/2017 Academic Year**

| No. | CLASS    | GENDER |        | TOTAL |
|-----|----------|--------|--------|-------|
|     |          | MALE   | FEMALE |       |
| 1   | XI IPA 1 | 10     | 22     | 32    |
| 2   | XI IPA 2 | 11     | 21     | 32    |
| 3   | XI IPA 3 | 9      | 24     | 33    |
| 4   | XI IPA 4 | 15     | 19     | 34    |
| 5   | XI IPA 5 | 10     | 24     | 34    |
| 6   | XI IPA 6 | 8      | 24     | 32    |
| 7   | XI IPS 1 | 10     | 24     | 34    |

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<sup>40</sup>Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op. Cit.*, p.148

<sup>41</sup>John W. Creswell, *Op.Cit.*, p.142



|              |          |    |    |            |
|--------------|----------|----|----|------------|
| 8            | XI IPS 2 | 14 | 20 | 34         |
| 9            | XI IPS 3 | 8  | 25 | 33         |
| 10           | XI IPS 4 | 8  | 26 | 34         |
| <b>Total</b> |          |    |    | <b>332</b> |

*Source: Documentation at the Eleventh grade students of SMANegeri 16 BandarLampung in 2016/2017 academic year.*

## 2. Sample of The Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>42</sup> It means that sample is a group of individuals as a part of population which is chosen from the whole population.

There are two classes as the sample in this research, one class as the experimental class and the other one as the control class.

## 3. Sampling Technique of The Research

In this research, the researcher applied cluster random sampling. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>43</sup>

The researcher used lottery to determine the sample. There are three procedures to take the classes as sample :

- The first, the researcher wrote all of the classes of the eleventh grade on some small piece of paper. Then, the small piece of paper are rolled and put into a cup.

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<sup>42</sup>*Loc. Cit*

<sup>43</sup> Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies, 8<sup>th</sup> edition, 2009), p.97

- The second, the cup was shook and the researcher took one small piece of rolled paper. It was as control class.
- The last, the researcher shook the cup again and took one small piece of rolled paper. It was as an experimental class.

### **E. Data Collecting Technique**

In this research the researcher used the data which are taken from:

#### **a. Pre-test**

Pre-test was conducted to know the students' reading comprehension before the treatment. It was done in control class and experimental class to find out the students' quality before treatment.

#### **b. Post-test**

Post-test was conducted to know the students' reading comprehension in narrative text after conducting the treatment. The researcher gave the same test. That was multiple choice questions. The test consist of 25 items. Post-test was given for experimental and control class.

### **F. Instrument of The Research**

The research instrument is a tool to get data that used by the researcher. In this research the researcher used a test to get the data about reading comprehension in form of multiple choice tests.

Based on Brown theories, especially in reading there are some criteria that commonly used in measuring students' reading comprehension. They are:

1. Main idea (topic)
2. **Expression**/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary content.<sup>44</sup>

Before the research is conducted, the researcher prepare the instrument in the form of multiple choice questions. Each of test consist of some reading passages and 50 multiple choices reading comprehension questions follow in reading passage. It consist of 50 questions with 5 options (a,b,c,d and e). The specification of test for pre-test and post-test items before validity test as follow :

**Table VI**  
**The Specification of Pre-test items Before Validity Test**

| No | Aspects | Indicators | Items number |     |
|----|---------|------------|--------------|-----|
|    |         |            | Even         | Odd |
|    |         |            |              |     |

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<sup>44</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco, 2003), p.206

|              |  |  |              |                  |
|--------------|--|--|--------------|------------------|
| 1            | Main idea (topic)                                  | Students can find the main idea of the passage                                 | 16,38, 44    | 1, 27            |
| 2            | <b>Expression</b> / idiom/phrases in context       | Students can guess the expression of the text                                  | 18,26, 32,50 | 3,21,39          |
| 3            | Inference (implied detail)                         | Students can find what is inferred in the passage                              | 8,22,28      | 9,23, 35,45      |
| 4            | Grammatical features                               | Students can match between the pronoun and what or who it stands for           | 2,6,10, 48   | 13,37            |
| 5            | Detail (scanning for a specifically stated detail) | Students can scan for a specially stated detail                                | 36, 42       | 15,17, 25,41, 47 |
| 6            | Excluding facts not written                        | Students can find unstated detail  | 12, 40, 46   | 5, 29            |
| 7            | Supporting idea (s)                                | Students can find the supporting idea(s) to support the main idea              | 4, 30, 34    | 7, 19, 43        |
| 8            | Vocabulary in context                              | Students can guess the meaning of difficult vocabularies from context provided | 14, 20, 24   | 11, 31, 33, 49   |
| <b>Total</b> |  |  | <b>25</b>    | <b>25</b>        |
|              |  |  | <b>50</b>    |                  |

Based on the table, the main idea (topic) consists of 5 numbers. They are number 1, 16, 27, 38, 44. The **expression**/idiom/phrases in context consists of 7 numbers. They are number 3, 18, 21, 26, 32, 39, 50. The inference (implied detail) consists of 7 numbers. They are number 8, 9, 22, 23, 28, 35, 45. The grammatical features consist of 6 numbers. They are number 2, 6, 10, 13, 37, 48. The detail (scanning for a specially stated detail) consists of 7 numbers. They are number 15, 17, 25, 36, 41, 42, 47. The excluding facts not written consists of 5 numbers. They are number 5, 12, 29, 40, 46. The supporting idea(s) consists of 6 numbers. They are number 7. The vocabulary in context consists of numbers. They are number 11, 14, 20, 24, 31, 33, 49.

**Table VII**  
**The Specification of Pre-test itemsAfter Validity Test**

| No | Aspects  | Indicators   | Items number |        |
|----|--|--|--------------|--------|
|    |  |  | Even         | Odd    |
| 1  | Main idea (topic)                                  | Students can find the main idea of the passage                       | 16, 44       | 1, 27  |
| 2  | <b>Expression</b> /<br>idiom/phrases in<br>context | Students can guess the expression of the text                        | 18, 26       | 3, 21  |
| 3  | Inference (implied<br>detail)                      | Students can find what is inferred in the passage                    | -            | 23, 35 |
| 4  | Grammatical<br>features                            | Students can match between the pronoun and what or who it stands for | 2, 48        | 13, 37 |

|              |  |  |           |           |
|--------------|--|--|-----------|-----------|
| 5            | Detail (scanning for a specifically stated detail) | Students can scan for a specially stated detail                                | 42        | 25, 47    |
| 6            | Excluding facts not written                        | Students can find unstated detail  | 12, 46    | 29        |
| 7            | Supporting idea (s)                                | Students can find the supporting idea(s) to support the main idea              | 30        | 7, 19     |
| 8            | Vocabulary in context                              | Students can guess the meaning of difficult vocabularies from context provided | -         | 33,49     |
| <b>Total</b> |  |  | <b>10</b> | <b>15</b> |
|              |  |  | <b>25</b> |           |

Based on the table, the main idea (topic) consists of 4 numbers. They are number 1, 16, 27, 44. The **Expression**/idiom/phrases in context of 4 numbers. They are number 3, 18, 21, 26. The inference (implied detail) consists of 2 numbers. They are number 23, 35. The grammatical features consist of 4 numbers. They are number 2, 13, 37, 48. The detail (scanning for a specially stated detail) consists of 3 numbers. They are number 25, 42, 47. The excluding facts not written consists of 3 numbers. They are number 12, 29, 46. The supporting idea(s) consists of 3 numbers. They are number 7, 19, 30. The vocabulary in context consists of 2 numbers. They are number 33, 49.

**Table VIII**  
**The Specification of Post-test Items Before Validity Test**

| No           | Aspects  | Indicators   | Items number            |                    |
|--------------|--|--|-------------------------|--------------------|
|              |  |  | Even                    | Odd                |
| 1            | Main idea (topic)  | Students can find the main idea of the passage                                 | 14, 22,<br>40           | 29                 |
| 2            | <b>Expression</b> /<br>idiom/phrases in<br>context       | Students can guess the expression of the text                                  | 24, 30,<br>42           | 3, 13,<br>19, 47   |
| 3            | Inference (implied<br>detail)                            | Students can find what is inferred in the passage                              | 8                       | 1, 7, 9,<br>15, 43 |
| 4            | Grammatical<br>features                                  | Students can match between the pronoun and what or who it stands for           | 4, 26,<br>46            | 27, 35,<br>39      |
| 5            | Detail (scanning for<br>a specifically stated<br>detail) | Students can scan for a specially stated detail                                | 2,6,12,<br>28,34,<br>48 | 41                 |
| 6            | Excluding facts not<br>written                           | Students can find unstated detail  | 16,32,<br>36,44         | 5, 25,<br>49       |
| 7            | Supporting idea (s)                                      | Students can find the supporting idea(s) to support the main idea              | -                       | 17, 21,<br>23, 31  |
| 8            | Vocabulary in<br>context                                 | Students can guess the meaning of difficult vocabularies from context provided | 10,18,<br>20,38,<br>50  | 11, 33,<br>37, 45  |
| <b>Total</b> |  |  | <b>25</b>               | <b>25</b>          |
|              |  |  | <b>50</b>               |                    |

Based on the table, the main idea (topic) consists of 4 numbers. They are number 14, 22, 29, 40. The **Expression**/idiom/phrases in context of 7 numbers. They are number 3, 13, 19, 24, 30, 42, 47. The inference (implied detail) consists of 6 numbers. They are number 1, 7, 8, 9, 15, 43. The grammatical features consist of 6 numbers. They are number 4, 26, 27, 35, 39, 46. The detail (scanning for a specially stated detail) consists of 7 numbers. They are number 2, 6, 12, 28, 34, 41, 48. The excluding facts not written consists of 7 numbers. They are number 5, 16, 25, 32, 36, 44, 49. The supporting idea(s) consists of 4 numbers. They are number 17, 21, 23, 31. The vocabulary in context consists of 9 numbers. They are number 10, 11, 18, 20, 33, 37, 38, 45, 50.

**Table IX**  
**The Specification of Post-test Items After Validity Test**

| No | Aspects  | Indicators  | Items number |              |
|----|--|---|--------------|--------------|
|    |  |   | Even         | Odd          |
| 1  | Main idea (topic)                                  | Students can find the main idea of the passage    | 22, 40       | 29           |
| 2  | <b>Expression</b> /<br>idiom/phrases in<br>context | Students can guess the expression of the text     | -            | 3, 13,<br>47 |
| 3  | Inference (implied<br>detail)                      | Students can find what is inferred in the passage | 8            | 1, 9         |



|              |  |  |               |            |
|--------------|--|--|---------------|------------|
| 4            | Grammatical features                               | Students can match between the pronoun and what or who it stands for           | 4, 26         | -          |
| 5            | Detail (scanning for a specifically stated detail) | Students can scan for a specially stated detail                                | 2, 12, 34, 48 | -          |
| 6            | Excluding facts not written                        | Students can find unstated detail  | 36            | 49         |
| 7            | Supporting idea (s)                                | Students can find the supporting idea(s) to support the main idea              | -             | 17, 23, 31 |
| 8            | Vocabulary in context                              | Students can guess the meaning of difficult vocabularies from context provided | 18, 20        | 33, 37, 45 |
| <b>Total</b> |  |  | <b>12</b>     | <b>13</b>  |
|              |  |  | <b>25</b>     |            |

Based on the table, the main idea (topic) consists of 3 numbers. They are number 22, 40, 29. The **Expression**/idiom/phrases in context of 3 numbers. They are number 3, 13, 47. The inference (implied detail) consists of 3 numbers. They are number 1, 8, 9. The grammatical features consist of 2 numbers. They are number 4, 26. The detail (scanning for a specially stated detail) consists of 4 numbers. They are number 2, 12, 34, 48. The excluding facts not written consists of 2 numbers. They are number 36, 49. The supporting idea(s) consists of 3 numbers. They are number 17, 23, 31. The vocabulary in context consists of 5 numbers. They are number 18, 20, 33, 37, 45.

## **G. Research Procedure**

There are three steps in research procedure, they are:

### **1. Planning**

#### **a. Determining the subject of the research**

The subject of the research was the students at The Second Semester of The Eleventh Grade of SMANegeri 16 Bandar Lampung in 2016/2017 Academic Year.

#### **b. Preparing try out**

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared the try-out for pre-test and post-test. The total number of test is 100 questions. Then, the researcher evaluated the test items that tested in pre-test and post-test.

#### **c. Preparing Pre-test**

The researcher prepared a kind of test (called pre-test) that given to the students. The pre-test was given based on the questions selected in the try-out.

#### **d. Determining the material to be taught**

The researcher determined the material to be taught to the students. That is reading comprehension of narrative text.

#### **e. Preparing Post-test**

The researcher prepared a kind of test (called post-test) that gave to the students. The post-test was given to know whether the students improve their reading comprehension or not.

## **2. Application**

After planning, the researcher tried to apply the research procedure that had already been planned. There are some steps in doing this research :

- a. In the first meeting, the researcher gave the try-out

This test was multiple choice consist of 50 items with 5 options (a,b,c, d, and e).

- b. In the second meeting, the researcher gave pre-test

This test was multiple choice consist of 25 items with 5 options (a,b,c,d, and e). The total of the test items was determined by the validity and the reliability analysis of the try-out.

- c. In the third meeting, the researcher conducted the treatment

After giving the pre-test to the students, the researcher conducted the treatment by using Collaborative Strategic Reading (CSR) in the experimental class and using Scanning strategy in the control class.

- d. In the last meeting, the researcher gave post-test

The test was multiple choice consist of with 5 options (a,b,c,d and e). The total of the test items was determined by the validity and the reliability analysis of the try-out.

## **3. Reporting**

The last point that should be done in the research procedure was reporting. They are as follows :

- a. Analyzing the data that are received from try-out test
- b. Analyzing the data that are received from pre-test and post-test
- c. Making a report on findings.

## H. Scoring System

The scoring research that was used is formula from arikunto:

$$S = \frac{R}{n} \times 100$$

Notes :

S : Score

R : Totally answer right

n : Totally item

## I. Validity and Reliability of Test

This some criteria test validity and reliability.

### 1. Validity of Test

Arikunto states that a test is valid if it measures what it purpose to measure.<sup>45</sup> It means that valid is to know the result of test is good, the researcher was measure test.

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<sup>45</sup> Suharsimi arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta : Bumiaksara,2012), p.80

To measure that the test has good validity, the research used content validity, construct validity and internal validity.

a. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.<sup>46</sup> It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should appropriate with learning material. To get content validity, the test adapts with textbook and based on syllabus for the second semester of the eleventh grade. The syllabus could be seen in Appendix 1.

b. Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.<sup>47</sup> It means that construct validity is determining kind of test based on the theoretical which measure reading comprehension. This research made a reading test that can measure students' reading comprehension. The assessment is using eight specification reading comprehension that adapted from Brown. To make sure, the researcher consulted the instrument to the English teacher at SMA Negeri 16 Bandar Lampung.

The researcher consulted the test to the English teacher at SMA Negeri 16 Bandar Lampung named Hidayati, S.Pd. In consulting the test, the researcher wanted to see

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<sup>46</sup>John W. Creswell, *Op.Cit.*, p.618

<sup>47</sup>*Loc. Cit*

whether the specification reading comprehension and items number had been fixed. After the researcher consulted the test with the English teacher, she said that the reading test material was suitable for the student level and the numbers of each item had been fixed with the specification reading comprehension. It could be seen in Appendix 6.

### c. Internal Validity

According to Creswell, internal validity, which relates to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables.<sup>48</sup> It means that to know score the best result of each items correlated with the score about the totality of the test result. This research used ANATES Version 4 program to know validity of the which consist of 50 items multiple choice.

In the first step of pre-test tryout, there were 25 items considered invalid. They were the items number 4, 5, 6, 8, 9, 10, 11, 14, 15, 17, 20, 22, 24, 28, 31, 32, 34, 36, 38, 39, 40, 41, 43, 45, and 50. After that, valid items in pre-test tryout were 25 items. They were the items number 1, 2, 3, 7, 12, 13, 16, 18, 19, 21, 23, 25, 26, 27, 29, 30, 33, 35, 37, 42, 44, 46, 47, 48, and 49. It can be seen in Appendix 14.

In the first step of post-test tryout, there were 25 items considered invalid. They were the items number 5, 6, 7, 10, 11, 14, 15, 16, 19, 21, 24, 25, 27, 28, 30, 32, 35, 38, 39, 41, 42, 43, 44, 46, and 50 . After that, valid items in post-test tryout were 25 items.

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<sup>48</sup>*Ibid.*, p.303

They were the items number 1, 2, 3, 4, 8, 9, 12, 13, 17, 18, 20, 22, 23, 26, 29, 31, 33, 34, 36, 37, 40, 45, 47, 48 and 49. It can be seen in Appendix 14.

## **2. Reliability of Test**

According to Creswell, Reliability means that scores from an instrument are stable and consistent.<sup>49</sup> Reliability refers to consistency of the test. The researcher used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the good instrument or not.

The criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair.

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low<sup>50</sup>.

Based on the Anates, the reliability of the pre-test was 0.59 and it means that the reliability of the pre test was fair. The reliability of the post-test was 0.71 and it means that the reliability of the post test was high. It means that reliability of the test in the research was reliable. It can be seen in Appendix 14.

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<sup>49</sup> *Ibid.*, p.159

<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:PT. Rineka Cipta, 2006), p. 276

## **J. Data Analysis**

This study tried to describe the effect of treatment of two distinctions using Collaborative Strategic Reading (CSR) and reading comprehension. To analyze the data, the researcher used parametric statistics, t-test. In parametric statistics, there are assumptions which must be fulfilled, they are normality test and homogeneity test.

### **1. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

#### **a. Normality Test**

The Normality test is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov–Smirnov and Shapiro Wilk.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{sig} > 0.05$

$H_a$  is accepted if  $\text{sig} < 0.05$

The hypotheses for the normality test are formulated as follows:

$H_0$ : the data are normally distributed

$H_a$ : the data are not normally distributed.



### **b. Homogeneity Test**

After the researcher got the data which had normality distribution, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

$H_0$  is accepted if  $\text{sig} > 0.05$

$H_a$  is accepted if  $\text{sig} < 0.05$

The hypotheses for the homogeneity test are formulated as follows :

$H_0$  = The variances of the data are homogenous

$H_a$  = The variances of the data are not homogenous

## **2. The Hypothetical Test**

To investigate whether there is influence of Collaborative Strategic Reading (CSR) on students' reading comprehension, the researcher used t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for hypothetical of test. The purpose of using SPSS in this case was to practicality and efficiency in the study.

The hypotheses are :

$H_a$  : There is a significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMANegeri 16 Bandar Lampung in 2016/2017 academic year.

$H_0$  : There is no significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMANegeri 16 Bandar Lampung in 2016/2017 academic year.

While the criteria acceptance or rejection of hypotheses are:

$H_0$  is accepted if  $\text{sig.} > = 0.05$

$H_a$  is accepted if  $\text{sig.} < = 0.05$

## **CHAPTER IV**

### **RESULT AND DISSCUSSION**

#### **A. Research Implementation**

The researcher conducted the research in March 2017. Before conducting the research, the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps:

1. Determining the subject of the research, namely the students at the eleventh grade of SMA Negeri 16 Bandar Lampung.
2. Designing the test which was the multiple choice test about narrative text for each of pre-test and post-test.
3. Determining the sample of the research by using cluster random sampling.
4. Holding the try-out test to know the reliability and validity of the test, this test was given to the students out of research sample, it was XI IPA 4.
5. After getting the valid and reliable items of the tests, the researcher gave the valid and reliable items of pre-test to sample. In this research the sample was XI IPA 6 as an experimental class and XI IPA 2 as an control class. Holding the pre-test in order to know the students' reading comprehension before they had treatment.
6. Analyzing the data which got through the pre-test.
7. The treatment was conducted three times after the researcher gave the pre test to the sample. The researcher did the treatment of Collaborative Strategic Reading (CSR) to the experimental class.

8. After treatment, the researcher gave post-test to the sample in order to know the students' reading comprehension after the treatment.
9. To know the normality and homogeneity result of the data gotten through pre test and post test, the researcher analyzed the data by using SPSS.
10. Before making the conclusion, the researcher tested the hypothesis.
11. As the last process of the research, the researcher reported the result of the research.

## **B. Data Analysis**

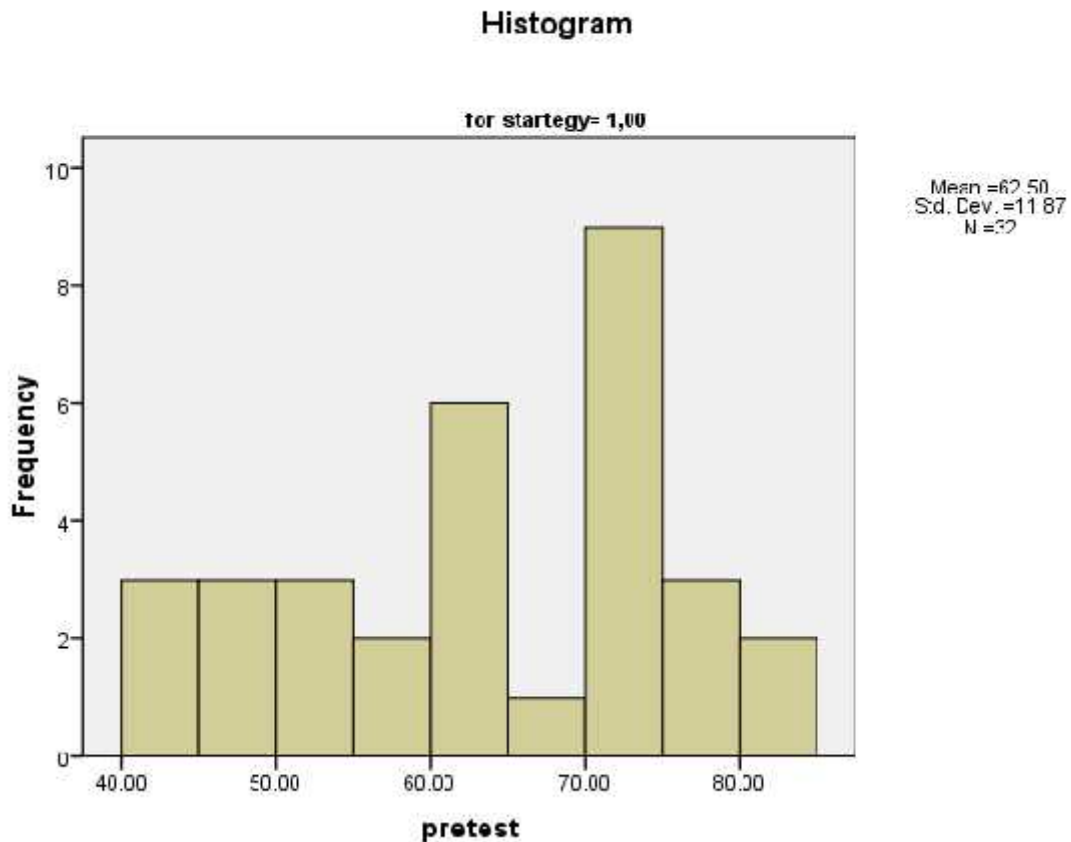
This research was aimed to know whether there is significant influence of using Collaborative Strategic Reading (CSR) toward students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year. The total number of the sample were 64 students, two classes were chosen as experimental class and control class.

The instrument of this research was test. Pre-test consisted 25 multiple-choice items and post-test consisted of 25 multiple-choice items with five options. Pre-test was conducted previously on March 30<sup>th</sup>, 2017 for class XI IPA 6 as the experimental class and on April 18<sup>th</sup>, 2017 for class XI IPA 2 as the control class. The pre-test was administrated in order to see the students' score in reading text.

After conducting the three meetings of using Collaborative Strategic Reading (CSR) the researcher gave the post-test to the sample. The post-test was conducted on April 20<sup>th</sup>, 2017 for the experimental class and on May 2<sup>nd</sup>, 2017 for the control class.

### 1. Result of Pre-test

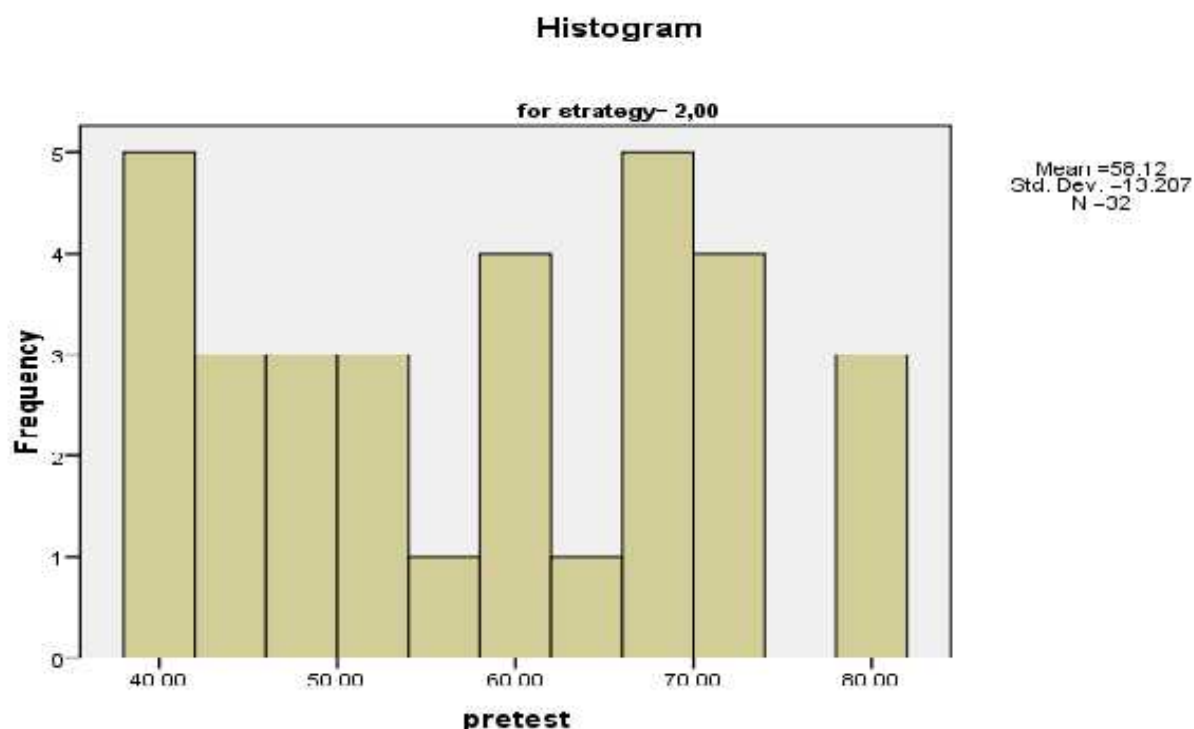
The pre-test was administrated in order to know students' reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the experimental class and control class.



**Figure 1**  
**Graphs of The Result of The Pre-test in Experimental Class**

Based on figure 1, it could be seen that from 32 students, there were 2 students, got score 40; 1 student, got score 44; 3 students, got score 48; 3 students, got score 52; 2 students, got score 56; 5 students, got score 60; 1 student, got score 64; 1 student, got

score 68; 2 students, got score 70; 7 students, got score 72; 3 students, got score 76; 2 students, got score 80. It means that before the treatments given there were 27 of students' numbers did not passed criteria of minimum mastery (KKM) and 5 of students' numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMA Negeri 16 Bandar Lampung is 76.



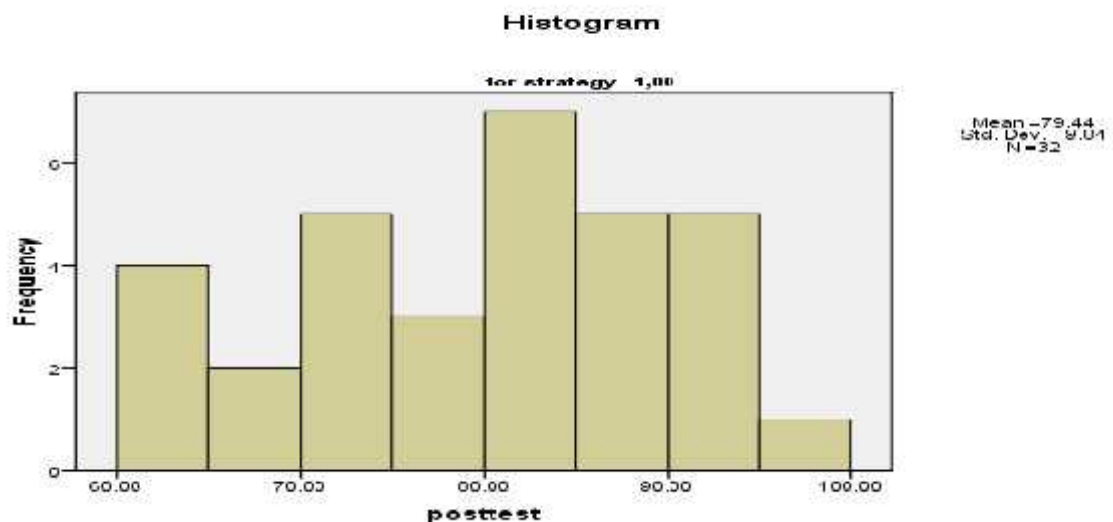
**Figure 2**  
**Graphs of The Result of The Pre-test in Control Class**

Based on figure 2, it could be seen that from 32 students, there were 5 students, got score 40; 3 students, got score 44; 3 students, got score 48; 3 students, got score 52; 1 student, got score 56; 4 students, got score 60; 1 student, got score 64; 5 students, got

score 68; 4 students, got score 72; 3 students, got score 80. It means that before the treatments given there were 29 of students' numbers did not passed criteria of minimum mastery (KKM) and 3 of students' numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMA Negeri 16 Bandar Lampung is 76.

## 2. Result of Post-test

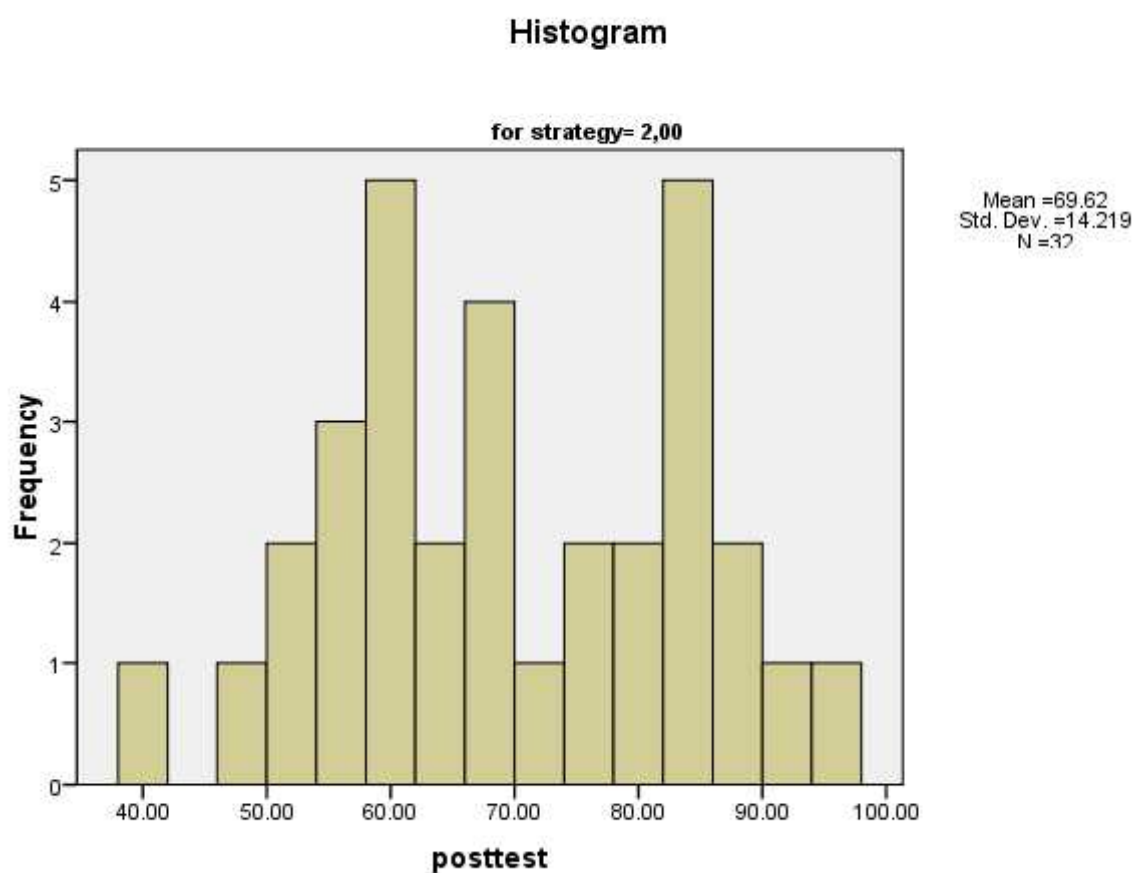
The post-test was administrated in order to know students' reading comprehension after the treatments given. It can be seen from the post-test score of students' reading comprehension in the experimental class and control class.



**Figure 3**  
**Graphs of The Result of The Post-test in Experimental Class**

Based on figure 3, it could be seen that from 32 students, there were 1 student, got score 60; 3 students, got score 64; 2 students, got score 68; 5 students, got score 72; 3 students, got score 76; 2 students, got score 80; 5 students, got score 84; 2 students,

got score 86; 3 students, got score 88; 3 students, got score 90; 2 students, got score 92; 1 student, go score 96. It means that after the treatments given there were only 11 of students' numbers did not passed criteria of minimum mastery (KKM) and 21 of students' numbers passed criteria of minimum mastery (KKM).



**Figure 4**  
**Graphs of The Result of The Post-test in Control Class**

Based on figure 4, it could be seen that from 32 students, there were 1 student, got score 40; 1 student, got score 48; 2 students, got score 52; 3 students, got score 56; 5 students, got score 60; 2 students, got score 64; 4 students, got score 68; 1 student,



got score 72; 2 students, got score 76; 2 students, got score 80; 5 student, got score 84; 2 students, got score 88; 1 student, got score 92; 1 student, got score 96. It means that after the treatments given there were 19 of students' numbers did not passed criteria of minimum mastery (KKM) and 13 of students' numbers passed criteria of minimum mastery (KKM).

### **3. Result of Normality Test**

The researcher tested normality test after got score of the students in reading comprehension pre-test and post-test of narrative text using SPSS (Statistical Package for Social Science) version 16.

The hypotheses for normality test are formulated as follows:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

The criteria of acceptance of the hypothesis for normality test are as follows:

$H_0$  is accepted if  $\text{Sig. } (p_{\text{value}}) > = 0.05$

$H_a$  is accepted if  $\text{Sig. } (p_{\text{value}}) < = 0.05$

**Table X**  
**Normality of The Experimental and Control Class**

**Tests of Normality**

|      |   | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|------|---|---------------------------------|----|------|--------------|----|------|
|      |   | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| gain | 1 | .173                            | 32 | .016 | .858         | 32 | .001 |
|      | 2 | .160                            | 32 | .036 | .953         | 32 | .174 |

a. Lilliefors Significance Correction

Based on the table XIII, it can be seen that Sig. ( $p_{\text{value}}$ ) for experimental class was 0.016 and Sig. ( $p_{\text{value}}$ ) for control class was 0.036 and  $\alpha = 0.05$ . It means that Sig. ( $p_{\text{value}}$ )  $> \alpha$  and  $H_0$  is accepted. The conclusion is the data were in the normal distribution.

#### 4. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeneous or not.

The hypotheses for the homogeneity test were formulated as follows :

$H_0$  = The variance of the data is homogenous

$H_a$  = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows:

$H_0$  is accepted if Sig ( $p_{\text{value}}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig ( $p_{\text{value}}$ )  $< \alpha = 0.05$

**Table XI**  
**The Result of Homogeneity Test**

Test of Homogeneity of Variance

|      |                                      | Levene Statistic | df1 | df2    | Sig. |
|------|--------------------------------------|------------------|-----|--------|------|
| gain | Based on Mean                        | .448             | 1   | 62     | .506 |
|      | Based on Median                      | .603             | 1   | 62     | .441 |
|      | Based on Median and with adjusted df | .603             | 1   | 61.313 | .441 |
|      | Based on trimmed mean                | .451             | 1   | 62     | .504 |

Based on Table XIV, it can be seen that Sig. ( $p_{\text{value}}$ ) based on mean was 0.506, and  $= 0.05$ . It means that Sig. ( $p_{\text{value}}$ )  $>$  and  $H_0$  is accepted. The conclusion is the data have same variance or homogenous.

## 5. The Result of Hypothetical Test

After the researcher knew that the data was not normal and homogeneous, the data was analyzed by using sample T-test in order to know the significance of the treatment effect.

The hypothesis formulas are:

$H_a$  : There is a significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

$H_0$  : There is no significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

While the criteria for acceptance and rejection of the hypothesis are:

$H_0$  is accepted if  $\text{Sig. } (p_{\text{value}}) > = 0.05$

$H_a$  is accepted if  $\text{Sig. } (p_{\text{value}}) < = 0.05$

**Table XII**  
**The Result of Hypothetical test**

| t     | Df | Sig. (2-tailed) |
|-------|----|-----------------|
| 3.794 | 62 | .000            |

Based on the result obtained in the table XV, it is clear that the value of significant generated  $\text{Sig. } (p_{\text{value}})$  or  $\text{Sig. } (2\text{-tailed})$  of the equal variance assumed 0.000, and the  $= 0.05$ . It means that  $\text{Sig } (p_{\text{value}}) <$ , so  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it concluded that there was any influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

## **E. Discussion**

At the beginning of the research, the researcher explained there were some procedures used to know students' reading comprehension in narrative text. Tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered on March 30<sup>th</sup>, 2017 for the experimental class and on April 18<sup>th</sup>, 2017 for control class to know the students' quality in reading comprehension in narrative text before they were given treatments by the researcher. The score of the pre-test and post-test would be used as the students' score before treatments. Based on the

students' pre-test and post-test score, it showed that the students' post-test is higher than in pre-test. The post-test was administered on April 20<sup>th</sup>, 2017 for experimental class and on May 2<sup>nd</sup>, 2017 for control class.

The first treatment was administered on April 1<sup>st</sup>, 2017. The topic in the first meeting is "Tangkuban Perahu". The second treatment was administered on April 8<sup>th</sup>, 2017. The topic in the second meeting is "Batara Guru Sahala". The third treatment was administered on April 15<sup>th</sup>, 2017. The topic in the third meeting is "Snow White and Seven Dwarfs". Collaborative Strategic Reading (CSR) can improve each aspect of students reading comprehension including main idea (topic), expression in context, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Collaborative Strategic Reading (CSR) got better result than the students who taught by using scanning strategy.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments had influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension in narrative text, so alternative hypothesis is accepted. It means that research finding was enriched previous research that were done by Nurhayati and Olivia where Collaborative Strategic Reading (CSR) was effective to increase students' mastery on reading comprehension.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

### **A. Conclusion**

At the end of the research, post-test was given to measure the influence of students' reading comprehension in narrative text in both classes after the treatments done. The mean score of post-test in experimental class was 79.44 and the mean score of post-test in control class was 69.62. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, the researcher concluded that there was a significant influence of Collaborative Strategic Reading (CSR) towards students' reading comprehension at the second semester of the eleventh grade of SMA Negeri 16 Bandar Lampung in 2016/2017 academic year.

### **B. Suggestion**

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

### **1. For the teacher**

- a. In this research, the researcher found out that Collaborative Strategic Reading (CSR) can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using Collaborative Strategic Reading (CSR).
- b. Collaborative Strategic Reading (CSR) as one of the ways in teaching reading comprehension of narrative text because it can help the students in comprehending the text easier by work together in groups. Collaborative Strategic Reading (CSR) can provide learners with an opportunity to learn from each other in an active process.

### **2. For the students**

In this research, the researcher found out that Collaborative Strategic Reading (CSR) was influence the students. This strategy was effective to increase the students' reading comprehension because they working cooperatively in small group consist of 4-5 students each group. And they have role as a leader, a clunk expert, a gist expert, an announcer, and timekeeper.

### **3. For the future researchers**



In this research, the researcher used Collaborative Strategic Reading (CSR) to help students of Senior High School, especially in narrative text. Further researchers may conduct this strategy on different level of students, for example Junior High School. They can apply other kinds of texts, for examples, recount, descriptive, spoof, report, etc.

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## APPENDIX 1

### **Brief Profile of SMA Negeri 16 Bandar Lampung**

SMA Negeri 16 Bandar Lampung is located on Jl. Darussalam Susunan Baru, Tanjung Karang Barat 35155 Telp. (0721) 5602651. SMA Negeri 16 Bandar Lampung has used its own building. It was built in 2004.

The principal of SMA Negeri 16 Bandar Lampung has been changed for fifth times.

The following are the name of the principals of SMA Negeri 16 Bandar Lampung:

1. Sudarto, S.E. S.Pd (June-September 2004)
2. Drs. Hernadi (2004-2007)
3. Dra. Hj. Zaini Yusuf (2007-2013)
4. Dra. Sri Karmila (2013-2015)
5. Dra. Hj. Emi Astuti (2015-now)

SMA Negeri 16 Bandar Lampung had 60 teachers including 16 male teachers and 44 female teachers. Specially, there are 5 English teachers. The data about number of the teachers of SMA Negeri 16 Bandar Lampung can be seen in table:

**The Data of Teachers in SMA Negeri 16 Bandar Lampung**

| <b>No</b> | <b>Name</b>                | <b>Subject</b>      |
|-----------|----------------------------|---------------------|
| 1         | Dra. Hj. Emi Astuti        | Economics           |
| 2         | Dra. Hj. Lisdiana          | Civics              |
| 3         | Dra. Indaryani             | Counceling Guidance |
| 4         | Drs. Damili AB.            | Sociology           |
| 5         | Dra. Hj. Vaulina aeffendie | Civics              |
| 6         | Drs. Masykur               | Civics              |
| 7         | Drs. Apriyanto             | Chemistry           |
| 8         | Dra. Hj. Suprihayani       | Indonesian          |
| 9         | Juju Juariyah, S.Pd        | Mathematics         |
| 10        | Kencana Dewi, S.Pd         | Indonesian          |

|    |                             |                                    |
|----|-----------------------------|------------------------------------|
| 11 | Asmara Ginting, S.Pd        | Counceling Guidance                |
| 12 | Dra. Sriwati                | Indonesian                         |
| 13 | Drs. Sugito                 | History                            |
| 14 | Asep Buldani, S.Ag., M.Pd   | Islamic Education                  |
| 15 | Hj. Rosbianah, S.Ag         | Islamic Education                  |
| 16 | Yuni Ertati, S.Pd           | English                            |
| 17 | Rusminah, S.Pd              | Physics                            |
| 18 | Kusnadi, S.Pd               | Mathematics                        |
| 19 | Bambang I, S.Si, M.Si       | Chemistry                          |
| 20 | Heni Herawati, S.Psi., M.Pd | Counceling Guidance                |
| 21 | Nurhayati, S.Si             | Biology                            |
| 22 | Iskandar, S.Pd              | Geography                          |
| 23 | Yoharnes, S.Si              | Biology                            |
| 24 | Zaitun Ibrahim, S.Pd        | Economics                          |
| 25 | Andri Febriyanto, S.Pd      | Physics                            |
| 26 | Apriyani, S.Pd              | Physics                            |
| 27 | Hidayati, S.Pd              | English                            |
| 28 | Icke Monarika L, S.Pd       | Indonesian                         |
| 29 | Yulia, S.Pd                 | Physics                            |
| 30 | Hesti Yunilawati, S.Pd      | Biology                            |
| 31 | Esti Ratnasari, S.Pd        | Mathematics                        |
| 32 | Feni Octriyani, S.Pd        | Mathematics                        |
| 33 | Diah Endriana L, S.Pd       | English                            |
| 34 | Sri Mulyani, S.Pd           | Economics                          |
| 35 | Aznaini, S.Pd               | Geography                          |
| 36 | Efridawati, S.Pd            | History                            |
| 37 | Zusuf Amien, S.Pd           | French                             |
| 38 | Onny Syahrizal, S.Pd        | Sport                              |
| 39 | Endang Supeni, S.Sos        | Sociology                          |
| 40 | Corry P, S.Pd., M.Pd.       | History                            |
| 41 | Apriyani, S.Pd              | Sport                              |
| 42 | Husnaini Prihartini, S.Sos  | Sociology, art                     |
| 43 | Dwi Futeriani, S.Pd         | Indonesian                         |
| 44 | Sari Yuryana, S.Pd          | English                            |
| 45 | Mega Ria Pusvita, S.Pd      | History                            |
| 46 | Umi Fara, S.Pd              | Mathematics                        |
| 47 | Feby Juan Andila, S.Pd      | Economics                          |
| 48 | Rasya Deagustami, S.Pd      | French                             |
| 49 | Faridah                     | Technology Information of Computer |
| 50 | Lia Ariska                  | Technology Information of          |

|    |                          |                     |
|----|--------------------------|---------------------|
|    |                          | Computer            |
| 51 | M. Fatahilah, S.Pd.I     | Arabic              |
| 52 | Aulia Nur Febrilianti    | Art                 |
| 53 | Yusri Ali, S.Pd          | Indonesian          |
| 54 | Bakti Irawan, S.Pd       | Sport               |
| 55 | Eka Apriani, S.Pd        | English             |
| 56 | Hj. Eny Ismeiningsih, BA | Economics           |
| 57 | Pimpralikal, S.Pd        | Chemistry           |
| 58 | Sri Aryani W, S.Pd, M.Pd | Chemistry           |
| 59 | Ari Budiningsih, S.S     | Arabic              |
| 60 | Elda Listyawatie, S.Pd   | Counseling Guidance |

*Source: Document of SMA Negeri 16 Bandar Lampung*

The activities of teaching learning process in SMA Negeri 16 Bandar Lampung were done in the afternoon. The class is began at 07.15 a.m and ended at 14.00 p.m everyday except Friday ended at 12.30 p.m. On the other hand, SMA Negeri 16 Bandar Lampung has 29 group of classrooms from class X to XII with 911 students. The number of students in SMA Negeri 16 Bandar Lampung, can be presented in table:

**The Number of Students at SMA Negeri 16 Bandar Lampung  
In the Academic Year of 2016/2017**

| NO | Class | Number of Students |        | Total of Students |
|----|-------|--------------------|--------|-------------------|
|    |       | Male               | Female |                   |
| 1  | X.1   | 17                 | 18     | 35                |
|    | X.2   | 18                 | 17     | 35                |
|    | X.3   | 18                 | 18     | 36                |
|    | X.4   | 18                 | 18     | 36                |
|    | X.5   | 17                 | 19     | 36                |



|   |              |            |            |            |
|---|--------------|------------|------------|------------|
|   | X.6          | 17         | 18         | 35         |
|   | X.7          | 16         | 20         | 36         |
|   | X.8          | 18         | 18         | 36         |
|   | X.9          | 13         | 22         | 35         |
|   | X.10         | 17         | 17         | 34         |
|   | <b>Total</b> | <b>169</b> | <b>185</b> | <b>354</b> |
| 2 | XI IPA 1     | 10         | 22         | 32         |
|   | XI IPA 2     | 11         | 21         | 32         |
|   | XI IPA 3     | 9          | 24         | 33         |
|   | XI IPA 4     | 15         | 19         | 34         |
|   | XI IPA 5     | 10         | 24         | 34         |
|   | XI IPA 6     | 8          | 24         | 32         |
|   | XI IPS 1     | 10         | 24         | 34         |
|   | XI IPS 2     | 14         | 20         | 34         |
|   | XI IPS 3     | 8          | 25         | 33         |
|   | XI IPS 4     | 8          | 26         | 34         |
|   | <b>Total</b> | <b>103</b> | <b>229</b> | <b>332</b> |
| 3 | XII IPA 1    | 12         | 14         | 26         |
|   | XII IPA 2    | 10         | 16         | 26         |
|   | XII IPA 3    | 9          | 15         | 24         |
|   | XII IPA 4    | 13         | 12         | 25         |
|   | XII IPA 5    | 8          | 13         | 21         |

|  |              |            |            |            |
|--|--------------|------------|------------|------------|
|  | XII IPS 1    | 11         | 17         | 28         |
|  | XII IPS 2    | 14         | 13         | 27         |
|  | XII IPS 3    | 10         | 15         | 25         |
|  | XII IPS 4    | 7          | 16         | 23         |
|  | <b>Total</b> | <b>94</b>  | <b>131</b> | <b>225</b> |
|  | <b>Total</b> | <b>366</b> | <b>545</b> | <b>911</b> |

*Source: Document of SMA Negeri 16 Bandar Lampung*

As the explanation before, there were 911 students in this school. They were divided into three grades, grade X, XI and XII. There were 354 students of grade X consisting of 169 male and 185 female. The students for grade XI were 332 students including 103 male and 229 female. Last, grade XII had 225 students, 94 male and 131 female.

To support the teaching and learning process, SMA Negeri 16 Bandar Lampung had some facilities. This is detailed information about the number and the condition of teaching and learning facilities of SMA Negeri 16 Bandar Lampung can be presented in table:

#### **Facility of SMA Negeri 16 Bandar Lampung**

| <b>No</b> | <b>The Name of Room</b> | <b>Total</b> | <b>Condition</b> |
|-----------|-------------------------|--------------|------------------|
| 1         | Headmaster's room       | 1            | Good             |
| 2         | Teachers' room          | 1            | Good             |
| 3         | Classroom               | 29           | Good             |
| 4         | Computer laboratory     | 1            | Good             |

|    |                        |    |      |
|----|------------------------|----|------|
| 5  | Mosque                 | 1  | Good |
| 6  | Library                | 1  | Good |
| 7  | Osis' room / UKS' room | 1  | Good |
| 8  | TU's office            | 1  | Good |
| 10 | Counseling' room       | 1  | Good |
| 11 | Toilet                 | 12 | Good |

*Source: Document of SMA Negeri 16 Bandar Lampung*

From the explanation before, it showed that SMA Negeri 16 Bandar Lampung had some rooms that use to support the process of teaching and learning activities. The conditions of the rooms were good.

## APPENDIX 2

## SILABUS

Nama Sekolah : SMA NEGERI 16 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / 2  
 Tahun Ajaran : 2016/2017

| Standar Kompetensi   | Kompetensi Dasar  | Materi Pembelajaran   | Nilai Budaya & Karakter Bangsa   | Kewirausahaan/Ekonomi Kreatif   | Kegiatan Pembelajaran   | Indikator  |
|--|---|---|--|---|---|--|
| <b>Membaca</b><br>11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan | 11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan | <ul style="list-style-type: none"> <li>• <i>Identifying meanings and information in a narrative text</i></li> </ul> | <ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul> | <ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul> | <ul style="list-style-type: none"> <li>• Membaca nyaring bermakna sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara individu</li> <li>• Mendiskusikan isi teks yang dibaca secara berpasangan.</li> <li>• Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.</li> </ul> | <ul style="list-style-type: none"> <li>• Menentukan makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</li> <li>• Menentukan makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</li> <li>• Menentukan makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</li> </ul> |
|  | 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima   | <ul style="list-style-type: none"> <li>• <i>Reading narrative texts</i></li> </ul>                                  | <ul style="list-style-type: none"> <li>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta</li> </ul>  | <ul style="list-style-type: none"> <li>• Percaya diri (keteguhan hati, optimis).</li> <li>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambil resiko (suka</li> </ul>   | <ul style="list-style-type: none"> <li>• Membaca nyaring bermakna teks <i>exposition</i> secara individu</li> <li>• Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> <li>• Berlatih</li> </ul>   | <ul style="list-style-type: none"> <li>• Menentukan makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</li> <li>• Menentukan makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</li> <li>• Menentukan makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</li> </ul> |

| Standar Kompetensi | Kompetensi Dasar  | Materi Pembelajaran | Nilai Budaya & Karakter Bangsa   | Kewirausahaan/Ekonomi Kreatif   | Kegiatan Pembelajaran                                 | Indikator   |
|--------------------|---|---------------------|--|---|---|---|
|                    | dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> |                     | damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab | tantangan, mampu memimpin)<br>• Orientasi ke masa depan (punya perspektif untuk masa depan) | menggunakan kalimat yang menyatakan argumen dan saran | <ul style="list-style-type: none"> <li>• Menentukan komposisi sebuah narasi</li> <li>• Menentukan kejelasan teks</li> <li>• Menentukan kasus dalam teks</li> <li>• Menentukan argumen dalam teks</li> <li>• Menentukan saran dalam teks</li> <li>• Menentukan langkah retorika</li> <li>• Menentukan tujuan teks</li> </ul> |

Bandar Lampung, 2017

Mengetahui, Guru Mata Pelajaran  
Peneliti

Mahasiswa

Hidayati, S.Pd

NIP. 19720412 200604 2 021

Nita Utami

NPM. 1211040076

Plt. Kepala Sekolah  
SMA Negeri 16 Bandar Lampung

Dra. Hj. Emi Astuti  
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### APPENDIX 3

#### The result of Interview with The Teacher in Preliminary Research

| No | Question  | Answer  | Conclusion   |
|----|---|---|--|
| 1. | How long have you been teaching English here (SMA Negeri 16 Bandar Lampung) ? | I have been teaching English here since 2004.   | The teacher has taught English at SMA Negeri 16 Bandar Lampung for 13 years.                     |
| 2. | How many classes in eleventh grade ?  | In eleventh grade any ten classes. Six sains classes and four social classes.   | In eleventh grade of SMA Negeri 16 Bandar Lampung any ten classes.                               |
| 3. | What are the problem that you face in teaching english, specially reading?    | The big problem is the students motivation to learn English is still low, because they said that English is difficult and they are lack of reading section. | The students have some problems such as motivation to learn English and lack of reading section. |
| 4. | Have you taught reading by using strategy? What is that?                      | Yes, I just taught reading by using scanning strategy and ask the students to work based on the text.   | The teacher has strategy in teaching reading, it is scanning strategy.                           |
| 5. | How is the criteria of minimum standart (KKM) in English XI ?                 | The criteria of minimum standart (KKM) grade XI in the school is 76   | (KKM) grade XI in the school is 76.  |

## APPENDIX 4

### The Result of Interview with The Students in Preliminary Research

| No | Question  | Answer   | Conclusion  |
|----|---|--|---|
| 1. | What are your problems in learning reading ?                              | I can not read English text well and feel lazy to read.  | The student does not master in reading English text and has low motivation.                           |
| 2. | How about reading section?<br><br>Have you learned about it a lot ?       | Yes, of course   | The student has learned reading a lot.  |
| 3. | What are the problems that you find in reading section ?                  | I am still difficult to read well and also difficult to understand the meaning after read the text.                                    | The student must read English text much.  |
| 4. | What do you think about teacher's strategy in teaching learning reading ? | The teacher only teach like asked us to read text and answer the questions. So, I feel bored in learning English specially on reading. | The student needs a new strategy to love and enjoy the learning English specially on reading section. |

**APPENDIX 5**
**STUDENTS' ENGLISH READING SCORE (MID  
SEMESTER) CLASS XI IPA 1 – XI IPS 4 AT SMA NEGERI 16  
BANDAR LAMPUNG IN 2016 ACADEMIC YEAR**
**DAFTAR NILAI KELAS XI IPA 1**

| <b>No.</b> | <b>NAMA</b>       | <b>NILAI</b> |
|------------|-------------------|--------------|
| 1          | Anggi Pratiwi     | 80           |
| 2          | Aisyah            | 78           |
| 3          | Amelia Mutiara    | 82           |
| 4          | Bella Febriliani  | 56           |
| 5          | Cahyo Wicaksono   | 74           |
| 6          | Clarisa Indika P. | 82           |
| 7          | Dalfa Ukhti A.    | 58           |
| 8          | Dinda Damayanti   | 80           |
| 9          | Dwi Wijaya        | 78           |
| 10         | Egi Yadi Ruri B.  | 72           |
| 11         | Elya Safitri      | 64           |
| 12         | Faquita Siamnura  | 72           |
| 13         | Febi Diana        | 60           |
| 14         | Feny Hermeini     | 80           |
| 15         | Indriana          | 82           |
| 16         | Jimmy Andrean     | 58           |
| 17         | Maulidia          | 72           |
| 18         | Melyani Idella    | 65           |
| 19         | Merina Eka Putri  | 56           |
| 20         | Muhammad Rizky    | 84           |
| 21         | M. Wahyu          | 56           |
| 22         | Muliadi Sesra     | 72           |
| 23         | Nor fadilah       | 78           |
| 24         | Regita Amanda     | 78           |
| 25         | Rangga Pandu P.   | 82           |
| 26         | Rafika Tiara N.   | 68           |
| 27         | Risa Saputra      | 84           |
| 28         | Ronal Andika      | 86           |
| 29         | Sintiya Sindy P.  | 70           |
| 30         | Syifa Kurotu'aini | 80           |
| 31         | Veni Kurnia Putri | 75           |



|    |                 |    |
|----|-----------------|----|
| 32 | Wildatu Yuni F. | 68 |
|----|-----------------|----|

#### DAFTAR NILAI KELAS XI IPA 2

| No. | NAMA                | NILAI |
|-----|---------------------|-------|
| 1   | Amy Renatha         | 68    |
| 2   | Anisa Yulia Fani    | 78    |
| 3   | Arin Oktavia        | 74    |
| 4   | Berta Natari        | 80    |
| 5   | Bunga Fitri         | 82    |
| 6   | Daffa Agung P.      | 58    |
| 7   | Desya Handayani     | 68    |
| 8   | Dike Eka Purnama    | 88    |
| 9   | Fadila Ayu Putri    | 84    |
| 10  | Firza Zarira        | 70    |
| 11  | Gilang Ferdian R.   | 72    |
| 12  | Indah Yulianti      | 78    |
| 13  | Ismail Muhammad I.  | 84    |
| 14  | Kirana Ingrid Putri | 74    |
| 15  | M. Sopyan           | 56    |
| 16  | Misyati             | 76    |
| 17  | Nanda Trisua Hardi  | 76    |
| 18  | Novia Kursita       | 74    |
| 19  | Nurul Bhatull Aini  | 82    |
| 20  | Oktaria Nurika A.   | 74    |
| 21  | Phingki Altama Leo  | 76    |
| 22  | Ramadanti           | 68    |
| 23  | Raihan Ega Pratama  | 82    |
| 24  | Riski Abdillah      | 80    |
| 25  | Salsabila           | 76    |
| 26  | Sanoya Agrasa       | 78    |
| 27  | Shelly Rosandia     | 78    |
| 28  | Tri Andika Aji P.   | 68    |
| 29  | Vierda Annisa W.    | 56    |
| 30  | Yudha Kusuma R.     | 80    |
| 31  | Zhara Shabrina      | 84    |
| 32  | Zakky Mubarok       | 74    |

#### DAFTAR NILAI KELAS XI IPA 3

| No. | NAMA           | NILAI |
|-----|----------------|-------|
| 1   | Agnes Pramanik | 58    |

|    |                   |    |
|----|-------------------|----|
| 2  | Ahmad Farhan      | 76 |
| 3  | Ahmad Rifa'i      | 72 |
| 4  | Anisa Cindy       | 78 |
| 5  | Anisa Pebiyara    | 60 |
| 6  | Annisa Brillianti | 72 |
| 7  | Asri Maharani     | 60 |
| 8  | Chintya Jenita    | 62 |
| 9  | Chusnul Khatima   | 62 |
| 10 | Dania Eka Putri   | 84 |
| 11 | Elasari           | 56 |
| 12 | Febiola Anggraen  | 82 |
| 13 | Gilang Ar Rasid   | 72 |
| 14 | Herwandi Firdaus  | 76 |
| 15 | Iga Alma Oktia    | 78 |
| 16 | Ine Agustin       | 78 |
| 17 | Julian Anggara    | 72 |
| 18 | Lintang Napulani  | 86 |
| 19 | Louis Biren       | 80 |
| 20 | Mouly             | 72 |
| 21 | Natasya Anggun    | 78 |
| 22 | Oktavia Saputri   | 76 |
| 23 | Pariyah           | 78 |
| 24 | Rahmah Almadila   | 74 |
| 25 | Rizki Octaviani   | 60 |
| 26 | Rizky Amanda      | 80 |
| 27 | Rona Tata Lisya   | 44 |
| 28 | Siti Fadilah      | 86 |
| 29 | Siti Maisaroh     | 88 |
| 30 | Suheri            | 72 |
| 31 | Yoza Wiranti      | 74 |
| 32 | Yohana Pratiwi    | 74 |
| 33 | Zakia Ramadhani   | 72 |

#### DAFTAR NILAI KELAS XI IPA 4

| No. | NAMA            | NILAI |
|-----|-----------------|-------|
| 1   | Ahmad Rifki     | 68    |
| 2   | Ahmad Sendi     | 66    |
| 3   | Aisyah Juwita   | 80    |
| 4   | Anggi Kenora    | 82    |
| 5   | Arri Ichsanul A | 68    |
| 6   | Asy Syifa       | 66    |

|    |                   |    |
|----|-------------------|----|
| 7  | Ayu Afifah        | 66 |
| 8  | Candra Wilyono    | 80 |
| 9  | Dandi Cahya       | 66 |
| 10 | Dea Lili Wardani  | 62 |
| 11 | Della Fitria      | 64 |
| 12 | Dinda Iraini      | 78 |
| 13 | Dimas Anugerah    | 84 |
| 14 | Firda Zara Suliah | 68 |
| 15 | Gita Okta         | 68 |
| 16 | Heri Gunawan      | 80 |
| 17 | Khairunisa Savira | 80 |
| 18 | Made Gandaninat   | 64 |
| 19 | Muhammad Aldia    | 82 |
| 20 | Munisa Aini       | 56 |
| 21 | Nia Tri Utami     | 54 |
| 22 | Nindi Sartika     | 86 |
| 23 | Niko Wijaya       | 68 |
| 24 | Reza Indrayanto   | 58 |
| 25 | Renny Fatimah     | 58 |
| 26 | Resti Haryanti    | 64 |
| 27 | Reza Fadhilah     | 80 |
| 28 | Roby Khatibul     | 80 |
| 29 | Rona Kusuma       | 78 |
| 30 | Saputri Ayu       | 68 |
| 31 | Supriyanto        | 78 |
| 32 | Teranggi Agusti   | 72 |
| 33 | Tiara Prananda    | 74 |
| 34 | Triska Agustina   | 56 |

#### **DAFTAR NILAI KELAS XI IPA 5**

| <b>No.</b> | <b>NAMA</b>       | <b>NILAI</b> |
|------------|-------------------|--------------|
| 1          | Abella Tiara      | 56           |
| 2          | Aienun Fitria     | 68           |
| 3          | Akhfee Lauki      | 80           |
| 4          | Athahyra Danniss  | 80           |
| 5          | Ayu Fitria Ningsi | 74           |
| 6          | Ayu Zahwa Say     | 74           |
| 7          | Carolin Carina    | 80           |
| 8          | Daniel            | 58           |
| 9          | Defi Setiani      | 56           |

|    |                    |    |
|----|--------------------|----|
| 10 | Desi Kurnia Wati   | 80 |
| 11 | Desi Tri Rahma     | 76 |
| 12 | Devia Rahmayani    | 72 |
| 13 | Dicky Tharuna As   | 76 |
| 14 | Dwi Anjani         | 76 |
| 15 | Guntur Masputra    | 70 |
| 16 | Hosi Chentiani     | 78 |
| 17 | Ira Setiawati      | 68 |
| 18 | Lisboa Karolyne.   | 72 |
| 19 | M. Ali Fikri Alfar | 68 |
| 20 | Marina Nevia       | 78 |
| 21 | Muhammad Hafiz     | 78 |
| 22 | Mushaliyah         | 74 |
| 23 | Natasya Priscila   | 56 |
| 24 | Rachma Dewi Z      | 80 |
| 25 | Rahmad Ramdh       | 72 |
| 26 | Redo Pratama       | 72 |
| 27 | Riska Ayunda       | 82 |
| 28 | Rosalinda Yulin    | 82 |
| 29 | Rosa Meriyanti     | 84 |
| 30 | Rosi Nurafni       | 74 |
| 31 | Sela Oktapia       | 72 |
| 32 | Shabrina Salsabil  | 80 |
| 33 | Shandra Riskia     | 58 |
| 34 | Tri Andiko Aji P   | 56 |

#### DAFTAR NILAI KELAS XI IPA 6

| No. | NAMA              | NILAI |
|-----|-------------------|-------|
| 1   | Adinda Meilani K. | 80    |
| 2   | Aisyah Vannie B.  | 84    |
| 3   | Auliya Rohali     | 90    |
| 4   | Ayu Ningsih L.    | 54    |
| 5   | Azzhara Trixsy K. | 80    |
| 6   | Caca Maharani W.  | 74    |
| 7   | Danang Prayoga    | 68    |
| 8   | Dina Safitri P    | 68    |
| 9   | Dwi Damayanti     | 84    |
| 10  | Dwiky Dermawan    | 72    |
| 11  | Echa Yuliyanti    | 72    |
| 12  | Egi Pranata       | 88    |

|    |                    |    |
|----|--------------------|----|
| 13 | Fenny Ananda       | 68 |
| 14 | Hanny Puspita W.   | 56 |
| 15 | Lolyantari Agustin | 68 |
| 16 | Maura Fadia Dita   | 68 |
| 17 | Meldawati          | 58 |
| 18 | Muhammad Taufik    | 68 |
| 19 | Novia Lindra C.S   | 72 |
| 20 | Nurhaliza Tri F.   | 76 |
| 21 | Randi A Kurnia     | 70 |
| 22 | Regan Feriza       | 74 |
| 23 | Rio Pratama A.R    | 74 |
| 24 | Riski Apriyani     | 82 |
| 25 | Riski Wulandari    | 72 |
| 26 | Rizsa Lesyani      | 78 |
| 27 | Sonya Ananda P.M   | 72 |
| 28 | Tri Amy Liya Sari  | 56 |
| 29 | Tri Ingdupan Meta  | 58 |
| 30 | Vita Inaya A.Z     | 88 |
| 31 | Vivi Nur Aini      | 72 |
| 32 | Yang Yang M.R      | 80 |

#### **DAFTAR NILAI KELAS XI IPS 1**

| <b>No.</b> | <b>NAMA</b>        | <b>NILAI</b> |
|------------|--------------------|--------------|
| 1          | Abdata Debis       | 80           |
| 2          | Adelia Permata     | 72           |
| 3          | Adjie Tyas         | 76           |
| 4          | Anggia Puspita     | 76           |
| 5          | Anggun Aprilia     | 68           |
| 6          | Atika Maharani     | 56           |
| 7          | Bagus Hero         | 58           |
| 8          | Chairunisa Liani   | 68           |
| 9          | Cindi Salabila     | 58           |
| 10         | Dian Fitri Ardiani | 76           |
| 11         | Erica Pratami      | 72           |
| 12         | Fandi Saputra      | 76           |
| 13         | Galang Permana     | 82           |
| 14         | Hanni Abdillah     | 72           |
| 15         | M. Fadhil Alwan    | 74           |
| 16         | M. Halim           | 72           |
| 17         | M. Irpan Pahlupi   | 68           |
| 18         | May Saroh          | 84           |

|    |                    |    |
|----|--------------------|----|
| 19 | Meilina Agustin    | 82 |
| 20 | Monic Aquerillia   | 76 |
| 21 | Monica Adeliaa     | 56 |
| 22 | Pinka Calista      | 72 |
| 23 | Rahmat             | 76 |
| 24 | Ratih Sanggita     | 76 |
| 25 | Riffa Rinaldi      | 58 |
| 26 | Risa Triswanda     | 56 |
| 27 | Sekar Adelia Putri | 76 |
| 28 | Shafa Maudina      | 76 |
| 29 | Shelinia Febryanti | 68 |
| 30 | Sukma Mega Ayu     | 76 |
| 31 | Suryadi Yusuf      | 76 |
| 32 | Silvia             | 56 |
| 33 | Terresia Dwi       | 58 |
| 34 | Valiant Surya      | 56 |

#### DAFTAR NILAI KELAS XI IPS 2

| No. | NAMA              | NILAI |
|-----|-------------------|-------|
| 1   | Ahmad Deni        | 74    |
| 2   | Ahmad Aburizal    | 72    |
| 3   | Aldy Sopian Lipi  | 80    |
| 4   | Akhmad Ardi       | 80    |
| 5   | Andini Permata    | 56    |
| 6   | Anggun Cintia     | 58    |
| 7   | Apriko Dwi        | 80    |
| 8   | Armita Prihatini  | 84    |
| 9   | Bagus Lanang H    | 72    |
| 10  | Cecilia humainah  | 58    |
| 11  | Cindy Syafitri    | 84    |
| 12  | Eka Kurnia Sari   | 68    |
| 13  | Hendrik Juliandri | 58    |
| 14  | Khusnul Khotim    | 82    |
| 15  | Muamar Khadafi    | 82    |
| 16  | Muhamad Irvan     | 64    |
| 17  | Mutamasitoh       | 62    |
| 18  | Mutia Hildayani   | 72    |
| 19  | Nova Andriani S   | 70    |
| 20  | Novi Asriyani     | 80    |
| 21  | Novia Yulizar P   | 80    |
| 22  | Rama Yusuf        | 72    |

|    |                     |    |
|----|---------------------|----|
| 23 | Ramadhan            | 74 |
| 24 | Rendi Jascha H      | 74 |
| 25 | Rina Apriani        | 72 |
| 26 | Rosalinda           | 78 |
| 27 | Rizki Akbar         | 78 |
| 28 | Prilli Desnita Sari | 74 |
| 29 | Septi Dwi T         | 74 |
| 30 | Siti Sundari        | 76 |
| 31 | Wulan Nur H         | 76 |
| 32 | Yolanda Dwi K       | 54 |
| 33 | Yoza Aqasa P        | 68 |
| 34 | Yuni Puspitasari    | 72 |

#### **DAFTAR NILAI KELAS XI IPS 3**

| <b>No.</b> | <b>NAMA</b>       | <b>NILAI</b> |
|------------|-------------------|--------------|
| 1          | Aci Ramadhani     | 80           |
| 2          | Anggita Raufah    | 80           |
| 3          | Aprisa Meidina    | 70           |
| 4          | Arif Budiman      | 68           |
| 5          | Desi Susanti      | 74           |
| 6          | Devia Sekar Ayoe  | 74           |
| 7          | Dwi Lestari       | 74           |
| 8          | Dwi Rosyida       | 70           |
| 9          | Fitri Mahadania   | 72           |
| 10         | Gita Safitri      | 74           |
| 11         | Gista Ramadhani   | 72           |
| 12         | IndriantI Nugroho | 76           |
| 13         | Jefri Ferdiansyah | 74           |
| 14         | Kelvin Oktavirma  | 74           |
| 15         | Lara Dam Melia    | 72           |
| 16         | Mery Septiani     | 56           |
| 17         | M. Akbar Pamun    | 76           |
| 18         | Melka Rizki Agus  | 72           |
| 19         | Musnaini Abdull   | 68           |
| 20         | Ni Wayan Sari     | 68           |
| 21         | Nurcahya Sarasw   | 78           |
| 22         | Nurul Azmi        | 68           |
| 23         | Okta Priyoga      | 72           |
| 24         | Pardho Ridho      | 84           |
| 25         | Riska Aulia       | 82           |
| 26         | Rivaldo Setiawan  | 80           |

|    |                  |    |
|----|------------------|----|
| 27 | Rosi Hardiyanti  | 56 |
| 28 | Rydho Eka        | 54 |
| 29 | Uliya Oktaviani  | 78 |
| 30 | Yuliana          | 78 |
| 31 | Yulinda Asmarant | 56 |
| 32 | Winda Wijaya     | 58 |
| 33 | Zainab Qumairah  | 68 |

#### DAFTAR NILAI KELAS XI IPS 4

| No. | NAMA              | NILAI |
|-----|-------------------|-------|
| 1   | Adelia Irmasari   | 56    |
| 2   | Adilla Kurniawati | 58    |
| 3   | Amellina Pricilla | 78    |
| 4   | Arya Adi pratama  | 78    |
| 5   | Apriyanti         | 56    |
| 6   | Auliya Clarissa   | 58    |
| 7   | Dani Ardiansyah   | 76    |
| 8   | Dhea Salwa Putri  | 76    |
| 9   | Dian Nurjanah     | 72    |
| 10  | Edo Saputra       | 74    |
| 11  | Eka Prastya       | 70    |
| 12  | Fanessa           | 74    |
| 13  | Indah Permata     | 72    |
| 14  | Joda Pramita      | 76    |
| 15  | M. Dapis Ranga    | 76    |
| 16  | M. Denu Baihaki   | 76    |
| 17  | M. Egi Krisman    | 68    |
| 18  | M. Ikrar Ali      | 68    |
| 19  | Mardiana Susela   | 80    |
| 20  | Marlina Wati      | 58    |
| 21  | Nur Fatimah       | 56    |
| 22  | Nur Fitriani      | 78    |
| 23  | Osa Merinda       | 68    |
| 24  | Puji Lestari      | 56    |
| 25  | Rahayu            | 80    |
| 26  | Ratih Manda Sari  | 80    |
| 27  | Resa Andini Putri | 78    |
| 28  | Ria Aprilla W     | 48    |
| 29  | Rika Wulandari    | 58    |
| 30  | Riona Fitriani    | 70    |
| 31  | Riski Utami       | 56    |



|    |                 |    |
|----|-----------------|----|
| 32 | Rizky Rahmawati | 72 |
| 33 | Saidatul Fitria | 74 |
| 34 | Siti Nur Aini   | 72 |

## APPENDIX 6

### THE TEST ITEM FOR TRYOUT PRE-TEST

Mata Pelajaran : Bahasa Inggris  
 Kelas : XI  
 Waktu : 90 menit

**Answer these questions by crossing (x) the correct answer in your answer sheet !**

Text for no. 1-7

#### **Tangkuban Perahu**

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

(<http://freeenglishcourse.info/tangkubanperahu-story-the-clearer-example-of-narrative-text/>)

1. What is the main idea of the story above ?
  - a. Sang Kuriang angry with Dayang Sumbi and kicked the boat fell upside down on the peak of mountain
  - b. Sang Kuriang married with Dayang Sumbi
  - c. Sang Kuriang did not know himself and forgot his name
  - d. Dayang Sumbi angry with Sang Kuriang and kicked the boat fell upside down on the peak of mountain
  - e. Dayang Sumbi was unmarried but pregnant
2. **He** was a good hunter too. (in line 3) The bold word refers to. . . .
  - a. Dayang Sumbi
  - b. Sang Kuriang
  - c. Si Tumang

- d. Wayungyang
  - e. Baby boy
3. The sentence “She looked younger than her age, so Sang Kuriang fell in love with her.” In line 11 expressess....
    - a. Unhappy
    - b. Peaceful
    - c. Happy
    - d. Sad
    - e. Angry
  4. Who is the main character of the story above?
    - a. si Tumang
    - b. Dayang Sumbi
    - c. Sang Kuriang’s father
    - d. Sang Kuriang
    - e. si Tumang’s mother
  5. Which is the wrong statement from the story above ?
    - a. Sang Kuriang killed si Tumang
    - b. Dayang Sumbi was exiled in the jungle
    - c. Dayang Sumbi was unmarried but pregnant
    - d. The boat fell upside down on the peak of mountain
    - e. Dayang Sumbi fell in love with Sang Kuriang
  6. He was angry at **it** and killed **it**. (in line 7) The bold word refers to. . .
    - a. a dog
    - b. a fish
    - c. a pig
    - d. a rabbit
    - e. a cat
  7. Why did dayang sumbi refuse sang kuriang proposal?
    - a. Because she recognized that he was her son
    - b. Because she didn’t love him
    - c. Because Sang Kuriang was ugly
    - d. Because Sang Kuriang was not rich
    - e. Because she had a husband

Text for no. 8-13

Once upon a time there lived a kind-hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird return to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood.

Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

*(Adapted from : [www.englishindo.com](http://www.englishindo.com))*

8. The purpose of the text above is to...

- a. Entertain the reader
- b. Inform something
- c. Describe someone
- d. Report something
- e. Keeping something

9. A: "what is sparrow?"

B: "it is a kind of..."

- a. Bird
- b. Rabbit
- c. Chicken
- d. Dog
- e. Fish

10. "The sparrow welcomed **them**..."

The bold typed word refers to the.....

- a. Kind man and woman
- b. Nest
- c. Sparrow
- d. Baskets
- e. ill-tempered old woman

11. “And other **horrible** creatures”. The bold typed word means...
  - a. Sweet
  - b. Horror
  - c. Interesting
  - d. Beautiful
  - e. Attracting
  
12. The suitable title for the text above is...
  - a. The sparrow’s nest
  - b. The old woman and the sparrow
  - c. The evil woman
  - d. The tongue cut sparrow
  - e. The tongue and sparrow
  
13. “She chose the **big** basket which actually contained wasps”. The synonym of the bold word is....
  - a. Mini
  - b. Huge
  - c. Cute
  - d. Large
  - e. Small

Text for no. 14-23

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa’s mother didn’t like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterward, a son was born. The baby’s birth gave much happiness to the young mother. However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother’s story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on

hear bed. "Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly. Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

"Oh my god! How will I know who kill my child?" moaned Sidapaksa.

Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke. "Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke.

Then, one two flowers vanished into the water. They left their fragrance behind. Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

*(Adapted from: [www.kuliahbahasainggrisoke.com](http://www.kuliahbahasainggrisoke.com))*

14. "Banyu means water and wangi means **fragrant**."

The synonym of the bold word is....

- a. Putrid
- b. Aromatic
- c. Decomposed
- d. Rotten
- e. Vile

15. What was Sidapaksa?

He was a...

- a. King
- b. Prime minister
- c. Minister
- d. Servant
- e. Ambassador

16. What is the main idea of the text above?

- a. Appeared of Banyuwangi river
- b. Sidapaksa and his beautiful wife
- c. King Sinduraja was killed
- d. Hates the daughter in law
- e. The sadness of the daughter in law

17. How long did Sidapaksa leaved his wife ?

- a. Two months
  - b. Two years
  - c. Two weeks
  - d. Two days
  - e. Two hours
18. The sentence “Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!”. In line 17 expressess.....
- a. Regret
  - b. Happy
  - c. Angry
  - d. Sad
  - e. Laugh
19. Who didn't like Sidapaksa's wife ?
- a. The king
  - b. The queen
  - c. The prime minister
  - d. Sidapaksa's mother
  - e. Sidapaksa's father
20. “Then, one two flowers vanished into the water..”  
In line 20 the underline similiar with...
- a. Turn up
  - b. Emerged
  - c. Peep out
  - d. Appeared
  - e. Disappeard
21. “The baby's birth gave much happiness to the young mother.” In line 9 expressess....
- a. Delighted
  - b. Unhappy
  - c. Sad
  - d. Peaceful
  - e. Angry
22. Who actually killed Sidapaksa son?
- a. The queen
  - b. The evil spirit

- c. Sidapaksa
- d. Sidapaksa's mother
- e. Sidapaksa's wife

23. How was Sidapaksa wife ? she was....

- a. a bad wife
- b. a smart wife
- c. a pretty wife
- d. a ugly wife
- e. a spoiled wife

Text for no. 24-34

### **The Golden Snail**

Once upon a time, there was lived Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also



thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

(<http://freeenglishcourse.info/goldensnail-story-the-clearest-example-of-narrative-text/>)

24. "And then amazingly the golden snail turned into the **beautiful** Dewi Limaran." The synonym of the bold word is....

- a. Cute
- b. Smart
- c. Clever
- d. Gorgeous
- e. Ugly

25. Who was put a spell on Dewi Limaran and changed her into a golden snail?

- a. Dewi Limaran's husband
- b. A young women
- c. a King
- d. Prince Raden Putra
- e. The Witch

26. The sentence "Yuck!" In line 5 expressess....

- a. Joy
- b. Glad
- c. Hate
- d. Pleasure
- e. Love

27. What is the main idea of the text above ?

- a. Dewi Limaran is beautiful princess
- b. Dewi Limaran is ugly snail
- c. Dewi Limaran changed into a golden snail
- d. Dewi Limaran and Raden Putra
- e. Dewi Limaran become snail

28. Why the Witch angry with Dewi Limaran ?

- a. Because Dewi Limaran was mooped the ugly snail
- b. Because Dewi Limaran was kicked Witch
- c. Because Dewi Limaran was threw away ugly snail into a river
- d. Because Dewi Limaran took a bath in a river
- e. Because Dewi Limaran was threw the snail into a palace

29. Which the false statement from the text above ?
- Old women was surprised that the house was in good condition in the morning
  - The floor house of old women was mopped by golden snail
  - Dewi Limaran was changed into golden snail forever
  - Old women was surprised that the food already on the table
  - At the end, golden snail turned into Dewi Limaran again
30. Who the main character from the text above ?
- The king
  - Pince Raden Putra
  - Dewi Limaran
  - Old women
  - Witch
31. The witch then threw it **away** into the river. On line 9 the antonym of the bold word is ?
- By far
  - Far
  - Distant
  - Near
  - Distantly
32. The sentence "Who did this to me? The person is very kind." In line 15 expressess....
- Sad
  - Angry
  - Afraid
  - Happy
  - Unhappy
33. "The old woman is very curious". The underline in line 16 similiar with....
- Just so so
  - Common
  - Used to
  - Amazed
  - Usual
34. How the way to broke the spell from Witch and changed the golden snail to be Dewi Limaran again ?

- a. The spell can be broken if Raden Putra hear the melody from the holly gamelan
- b. The spell can be broken if The Old Women hear the melody from the holly gamelan
- c. The spell can be broken if Prince Raden Putra hear the song from the holly gamelan
- d. The spell can be broken if The Golden Snail hear the melody from the holly gamelan
- e. The spell can be broken if Dewi Limaran hear The Witch's voice

Text for no. 35-43

### **Loro Jonggrang**

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, their happy lives was disturbed by Pengging Kingdom. The king, Bandung Bandawasa, wanted to occupy Prambanan. He was a mean King.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bandawasa. Pengging could win the war because Bandung Bandawasa had supernatural power. His soldiers were not only human being but also genies. Those creatures always obeyed Bandung Bandawasa. They always did whatever Bandung Bandawasa asked them to do.

The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang. Bandung Bandawasa fell in love and wanted to marry her. "if you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bandawasa because he made the people of Prambanan suffered. "What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bandawasa. But he didn't give up. He asked the genies to help him. Then all those genies worked hard to build the 1000 temples. Meanwhile, Loro Jonggrang heard from the lady-in-waiting that the building of 1000 temples was almost finished. She was so scared; she did not want to marry Bandung Bandawasa. And then she had a great idea. She asked all the ladies-in-waiting to help her. "Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them prepare a lot of straw and mortars in the middle of the night. "Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortars. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight." "It worked! All those genies thought that sun rise. They did not know the light was from the fire that burning the straw. And the noises from pounding the mortars like the start of a new day.

Bandung Bandawasa was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." "With his supernatural power, Bandung Bandawasa made Loro Jonggrang a temple. Until now, the temple is

still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple.

*(Adapted from: Contextual Teaching and Learning for Grade XI, page 121)*

35. Who is the main character from the text above ?
  - a. Bandung Bandawasa
  - b. The Ladies
  - c. The King
  - d. Loro Jonggrang
  - e. Genies
  
36. What are used Loro Jonggrang to tricked Bandung Bandawasa ?
  - a. Straw and mortar
  - b. Mortar
  - c. Chicken
  - d. Cat
  - e. Straw
  
37. And then **she** had a great idea. On line 20 the bold word refers to ?
  - a. Ladies
  - b. Loro Jonggrang
  - c. Bandung Bandawasa
  - d. The Princess
  - e. The King's daughter
  
38. What is the main idea of the text above ?
  - a. Loro Jonggrang cheated Bandung Bandawasa
  - b. Bandung Bandawasa is the king
  - c. Created of Loro Jonggrang temple
  - d. Loro Jonggrang and Bandung Bandawasa happily ever after
  - e. Prambanan kingdom
  
39. The sentence "You cannot fool me, Loro Jonggrang....." in line 29 expressess.....
  - a. Sad
  - b. Happy
  - c. Unhappy
  - d. Angry
  - e. Peaceful

40. What kind of the text above ?
- Descriptive
  - Procedure
  - Report
  - Recount
  - Narrative
41. Where is the Loro Jonggrang temple ?
- In Prambanan area, Central Java.
  - In Borobudur area.
  - In Prambanan area, South Java.
  - In Prambanan area.
  - In Borobudur area, East Java.
42. What is the Kingdom was distrubed people who lived in Prambanan ?
- Mataram Kingdom
  - Pegging Kingdom
  - Majapahit Kingdom
  - Borobudur Kingdom
  - Prambanan kingdom
43. Why Bandung Bandawasa was changed Loro Jonggrang to be temple ?
- Because Loro Jonggrang doesn't want to marry him
  - Because Loro Jonggrang was tricked Bandung Bandowoso
  - Because Bandung Bandawasa very angry with Loro Jonggrang
  - Because Bandung doesn't love Loro Jonggrang
  - Because Loro Jonggrang accept Bandung to be her husband

Text for no. 44-50

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!". Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!".

Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried. Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?". Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home. Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

*(Adapted from: Business English)*

44. What is the main idea of the text ?
  - a. Alladin and the princess
  - b. Alladin and the magician
  - c. Alladin and Jasmine
  - d. Alladin and the magic lamp
  - e. Alladin and his mother
45. Who was asked Alladin to work together with him ?
  - a. Alladin's mother
  - b. Alladin's friend
  - c. Jasmine
  - d. The Genie
  - e. The Magician
46. What is Alladin found in the cave ? the wrong answer is.....
  - a. Found a lot of gold
  - b. Found the lamp
  - c. Find treasures
  - d. Find gold and treasures
  - e. Found his love
47. What was appeared when Alladin was rubbing the magic lamp ?
  - a. The Princess

- b. His father
- c. His mother
- d. The magician
- e. The Genie

48. **She** stopped to talk to Aladdin. The bold word refers to...

- a. Mother
- b. Allena
- c. Aura
- d. Sophia
- e. Jasmine

49. "all of a sudden another **enormous** genie stood before him." The synonym of the bold word is.....

- a. Large
- b. Small
- c. Cute
- d. Little
- e. Huge

50. The sentence "Excellent," answered the magician. In line 11 expressess....

- a. Angry
- b. Sad
- c. Afraid
- d. Peaceful
- e. Happy

## APPENDIX 7

### THE TEST ITEM FOR TRYOUT POST-TEST

Mata Pelajaran : Bahasa Inggris  
 Kelas : XI  
 Waktu : 90 menit

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**Answer these questions by crossing (x) the correct answer in your answer sheet !**

Text for no. 1-10

#### **Batara Guru Sahala**

Once, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!"

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise. Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

(<http://freeenglishcourse.info/story-of-narrative-text/>)

51. What is the story about?

- a. How the lake Toba was created.
- b. How the volcano erupted.
- c. How a fisherman caught a fish.
- d. How the fish changed into a beautiful girl.
- e. How the volcano was created.

52. What was Batara Guru Sahala? The wrong answer is....

- a. a teacher
- b. a fisherman
- c. a father



- d. a husband
  - e. a man
53. The sentence "You behaved exactly like the daughters of the fish!" The sentence in line 11 expressess....
- a. Angry
  - b. Glad
  - c. Afraid
  - d. Sad
  - e. Happy
54. One day, **his** daughters brought him his lunch. The bold word in line 10 refers to .....
- a. Sahala
  - b. Daughters
  - c. Fish
  - d. Mother
  - e. Son
55. What makes wife very upset and angry with her husband ?
- a. Her husband was broke his promise
  - b. Her daughters eat her husband lunch
  - c. Her daughter naughty
  - d. Her husband eat his lunch
  - e. Her husband broke her heart
56. Where is Batara Guru Sahala lived ?
- a. Lived in the Sunda Land
  - b. Lived in the Lampung Land
  - c. Lived in Padang Land
  - d. Lived in Manado Land
  - e. Lived in the Batak Land
57. What is the complication in paragraph 3 ?
- a. The mother started crying, felt sad that her husband had broken his promise.
  - b. His daughter would help bringing lunch to her father out in the fields.
  - c. The daughter ran home and asked her mother.
  - d. His daughter was so hungry and she ate his father's lunch.
  - e. The man shouted and be furious.
58. Finally, what did happen to the man ?
- a. He turned into stone

- b. He turned into a fish
- c. He turned into a lake
- d. He turned into an island
- e. He attacked by earthquake

59. From the text we can learn that ....

- a. Never keep a secret
- b. Don't break your promise
- c. Never angry to your children
- d. Don't eat your father's lunch
- e. Don't angry to your wife

60. "He was **surprised** to find that the fish could talk."

The bold word in line 2 similiar with...

- a. Curious
- b. Just so so
- c. Usual
- d. Common
- e. Used to

Text for no. 11-21

### **The Golden Snail**

Once upon a time, there was lived Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

(<http://freeenglishcourse.info/goldensnail-story-the-clearest-example-of-narrative-text/>)

61. "And then amazingly the golden snail turned into the **beautiful** Dewi Limaran." The synonym of the bold word is....

- f. Gorgeous
- g. Cute
- h. Smart
- i. Clever
- j. Ugly

62. Who was put a spell on Dewi Limaran and changed her into a golden snail?

- f. Dewi Limaran's husband
- g. The Witch
- h. a young women
- i. a King
- j. Prince Raden Putra

63. The sentence "Yuck!" In line 5 expressess....

- f. Joy
- g. Glad
- h. Hate
- i. Pleasure
- j. Love

64. What is the main idea of the text above ?

- f. Dewi Limaran is beautiful princess

- g. Dewi Limaran is ugly snail
- h. Dewi Limaran and Raden Putra
- i. Dewi Limaran changed into a golden snail
- j. Dewi Limaran become snail

65. Why the Witch angry with Dewi Limaran ?

- f. Because Dewi Limaran was mooped the ugly snail
- g. Because Dewi Limaran was kicked Witch
- h. Because Dewi Limaran took a bath in a river
- i. Because Dewi Limaran was threw the snail into a palace
- j. Because Dewi Limaran was threw away ugly snail into a river

66. Which the false statement from the text above ?

- f. Old women was surprised that the house was in good condition in the morning
- g. Dewi Limaran was changed into golden snail forever
- h. The floor house of old women was mopped by golden snail
- i. Old women was surprised that the food already on the table
- j. At the end, golden snail turned into Dewi Limaran again

67. Who the main character from the text above ?

- f. The king
- g. Dewi Limaran
- h. Pince Raden Putra
- i. Old women
- j. Witch

68. The witch then threw it **away** into the river. On line 9 the antonym of the bold word is ?

- f. By far
- g. Near
- h. Far
- i. Distant
- j. Distantly

69. The sentence "Who did this to me? The person is very kind." In line 15 expressess....

- f. Sad
- g. Happy

- h. Angry
- i. Afraid
- j. Unhappy

70. "The old woman is very curious". The underline in line 16 similiar with....

- f. Just so so
- g. Amazed
- h. Common
- i. Used to
- j. Usual

71. How the way to broke the spell from Witch and changed the golden snail to be Dewi Limaran again ?

- f. The spell can be broken if Raden Putra hear the melody from the holly gamelan
- g. The spell can be broken if The Old Women hear the melody from the holly gamelan
- h. The spell can be broken if The Golden Snail hear the melody from the holly gamelan
- i. The spell can be broken if Prince Raden Putra hear the song from the holly gamelan
- j. The spell can be broken if Dewi Limaran hear The Witch's voice

Text for no. 22-28

### **Snow White and Seven Dwarfs**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

(Adapted from : [www.englishindo.com](http://www.englishindo.com))

72. The main idea of the text above is ?
  - a. Snow White and her family
  - b. Snow White ran away from house and lived in cottage
  - c. Snow White ran away from house and met seven dwarfs
  - d. Snow White met eight dwarfs
  - e. Snow White lived in cottage with her uncle and aunt
73. The third paragraph describes in detail ...
  - a. Where Snow White’s aunt and uncle had breakfast
  - b. What Snow White did after hearing her uncle’s plan
  - c. How Snow White went into the cottage
  - d. Whom Snow White met in the woods
  - e. With whom Snow White ran away into the woods
74. “Oh, could I? Thank you.” The synonym in line 16 expresses....
  - a. Joy
  - b. Enjoyable
  - c. Pleased
  - d. Sad
  - e. Angry
75. The dwarf said, “ If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
  - a. He asked Snow White for a permission to stay with her
  - b. He showed his interest in Snow White
  - c. He offered Snow White to stay with them
  - d. He agreed to stay with Snow White
  - e. He wishes to stay with Snow White
76. **She** was very tired and hungry. The bold word refers to ....
  - a. Snow White
  - b. Cinderella
  - c. Seven Dwarfs
  - d. Princess
  - e. The old Witch
77. “**They** went inside”. the bold word in line 11 refers to.....
  - a. The seven dwarfs

- b. The seven dwarfs
- c. The seven rabbits
- d. The seven dogs
- e. The seven cats

78. Snow White ran from house ...

- a. At night
- b. At midday
- c. In the morning
- d. At midnight
- e. In the evening

Text for no. 29-39

### **The Crying Stone**

In a village, there lived a mother and her daughter. Her daughter was very beautiful, but she had very bad behavior. She was very lazy to help her mother work. Every day the girl was just spending her time by beautifying herself and admiring her beauty in the mirror, while her mother had to work hard to earn a living to support their life. Besides lazy, she was also very spoiled. She always asked to be given something and if she wasn't, she would cry. Of course, that situation made her mother sad but somehow she still loved her daughter.

One day, the girl asked her mother to buy new gown for her. At first, her mother rejected her request because she did not have enough money. Nevertheless, because her mother was forced to obey her request, she fulfilled her daughter request. Then her mother asked her daughter to accompany her to the market. "All right, but I do not want to walk beside you. You should walk behind me, I'm embarrassed if others see me" she said. Although her mother was sad, she continued to obey her request. So they went to the market to buy gown for her daughter. The girl was walking in front while her mother was walking behind her and carrying a basket on their way to the market.

Although they were a mother and a daughter, they looked very different. As if they did not come from the same family. Even, they looked like a boss and a maid. How couldn't be like that? Her daughter dressed up beautifully and wore a very nice gown. While her mother looked old and wore very simple dress.

On the way to the market, a man greeted them. "Hey pretty girl, is that your mother?" asked the man. "Of course she is not. She is my servant," said the girl. His mother was sad to hear her answer. But she was silent though her heart was crying. Along the street the beautiful girl kept being asked by people about his mother. But the girl always said that the old woman behind her was her assistant.

Finally, the mother could not bear any longer to hear the answer that comes out of her daughter mouth. Then she prayed to god "Lord, punish this ungrateful

child,” she said. Immediately the girl’s legs turned to be stone. The change came slowly from her feet up to her head. Seeing her legs turned to be a stone, the girl screamed “ohhhh no! What happened to my legs?” She shouted. Then she cried and realized that she had done something bad to her mother. “Mom,! Forgive me. Please forgive me! “She cried in panic. The girl kept crying and crying but it was too late. The whole body eventually became a stone. Her mother was sad to see what happened to her daughter but she could not do anything else. Although she had become the rock completely, people can still see her tears. That was why the stone named Batu Menangis.

*(Adapted from: [www.kuliahbahasainggrisoke.com](http://www.kuliahbahasainggrisoke.com))*

79. What is the main idea of the text above ?
  - a. Happy mother and her daughter
  - b. The princess of stone
  - c. Ungrateful girl who always crying
  - d. Ungrateful girl changed into stone
  - e. Girl become rich women
80. The sentence “Lord, punish this ungrateful child,” in line 27 expressess....
  - a. Sad
  - b. Angry
  - c. Happy
  - d. Cheerful
  - e. Disappointed
81. Who the main characters of the text above ?
  - a. Mother
  - b. Father
  - c. a boy
  - d. Son
  - e. Daughter
82. In fifth paragraph we are know that . . . .
  - a. The girl turned to be a princess
  - b. Mother forgive her daughter
  - c. Mother forgive all mistakes of his daughter
  - d. The girl turned to be the rock
  - e. Mother very angry
83. “Hey **pretty** girl, is that your mother?”. The synonym of the bold word is....
  - a. Nice
  - b. Well



- c. Gergous
- d. Cute
- e. Kind

84. Where is the mother and her daughter lived ?

- a. In a city
- b. In a village
- c. In a car
- d. In a river
- e. In a forest

85. “All right, but I do not want to walk beside you. **You** should walk behind me, I’m embarrassed if others see me “she said. The bold word refers to.....

- a. Mother
- b. Daughter
- c. A girl
- d. Grandmother
- e. Neighbour

86. How the girl spent her time everyday ? not true is...

- a. Beautifying herself
- b. Admiring her beauty in the mirror
- c. Lazy
- d. Smart and delligent
- e. Very spoiled

87. Seeing her legs **turned** to be a stone, the girl screamed “ohhhh no! What happened to my legs?” She shouted. The bold word has similiar with....

- a. Moved
- b. Turning
- c. Charged
- d. Changed
- e. Taken

88. Besides **lazy**, she was also very spoiled. The bold word oposite with.....

- a. Smart
- b. Cheerful
- c. Clever
- d. Diligent
- e. Spoiled

89. "Of course she is not. **She** is my servant," said the girl. The bold word refers to.....
- Daughter
  - Mother
  - Sister
  - Mother
  - Friend

Text for no. 40-46

### **Malin Kundang**

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deep sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

[\(http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-narrative-texts-part-1/\)](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-narrative-texts-part-1/)

90. What is the main idea of the text above ?
- Malin Kundang marry beautiful girl and ask his mother to live together
  - Malin Kundang ask his mother to love his wife and son
  - Malin Kundang forget his mother and leave her forever
  - Malin Kundang forget his mother and mother turned him into a stone
  - Malin Kundang lived happily with his wife and mother ever

91. Who was turned Malin Kundang into a stone ?
- His wife
  - His father
  - His daughter
  - His uncle
  - His mother
92. The sentence “Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!” in line 18 expressess....
- Happy
  - Sad
  - Glad
  - Peaceful
  - Angry
93. From the text above, we learn that...
- We should always remember our family
  - We should leave mother alone
  - We should take away mother
  - We should always love mother
  - We should always loves and obedient mother
94. In fourth paragraph that means...
- Malin Kundang ignore and rebellious his mother
  - Malin Kundang introduce his beautiful wife to his mother
  - Malin Kundang bring his wife to his mother
  - Malin Kundang ask her mother to lived in big house
  - Malin Kundang ignore his wife
95. His **huge** ship was wrecked and it was too late for Malin Kundang to apologized. Antonym of the bold word is....
- Big
  - Large
  - High
  - Tall
  - Small
96. **His** huge ship was wrecked and it was too late for Malin Kundang to apologized. The bold word in last paragraph refers to....
- Malin Kundang
  - Malin Kundang’s father
  - Malin Kundang’s mother
  - Malin Kundang’s uncle

e. Malin Kundang's friend

Text for no.47-50

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(sumber: detik-detik UN bahasa Inggris; 2015/2016; Intan Pariwara)

97. The sentence "You are a stupid bird!" in line 6 expresses....

- a. Unhappy
- b. Angry
- c. Happy
- d. Sad
- e. Glad

98. Who was back to the chicken house ?

- a. The woman
- b. The child
- c. The man
- d. The catano
- e. The parrot

99. The second paragraph means....

- a. The bird would say Catano
- b. The bird would say Parrot
- c. The man killed the bird
- d. The bird wouldn't say Catano

e. The man would killed the bird

100. “A man in Puerto Rico had a **wonderful** parrot”. The synonym of the bold word is...

- a. Nice
- b. Bad
- c. Good
- d. Well
- e. Amazing

## APPENDIX 8

### Key Answer Tryout for Pre-test :

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 1. A  | 11. B | 21. A | 31. D | 41. A |
| 2. B  | 12. B | 22. B | 32. D | 42. B |
| 3. C  | 13. B | 23. C | 33. D | 43. C |
| 4. D  | 14. B | 24. D | 34. D | 44. D |
| 5. E  | 15. B | 25. E | 35. D | 45. E |
| 6. A  | 16. A | 26. C | 36. A | 46. E |
| 7. A  | 17. B | 27. C | 37. B | 47. E |
| 8. A  | 18. C | 28. C | 38. C | 48. E |
| 9. A  | 19. D | 29. C | 39. D | 49. E |
| 10. A | 20. E | 30. C | 40. E | 50. E |

### Key Answer Tryout for Post-test :

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 1. A  | 11. A | 21. C | 31. E | 41. E |
| 2. A  | 12. B | 22. C | 32. D | 42. E |
| 3. A  | 13. C | 23. C | 33. C | 43. E |
| 4. A  | 14. D | 24. C | 34. B | 44. E |
| 5. A  | 15. E | 25. C | 35. A | 45. E |
| 6. E  | 16. B | 26. A | 36. D | 46. A |
| 7. D  | 17. B | 27. B | 37. D | 47. B |
| 8. C  | 18. B | 28. C | 38. D | 48. C |
| 9. B  | 19. B | 29. D | 39. D | 49. D |
| 10. A | 20. B | 30. E | 40. D | 50. E |

**APPENDIX9**

Form of Construct Validity for Reading Test  
(PRE-TEST)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Penelaah :

Petunjuk pengisian format pengisian butir soal :

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek ( ) pada kolom “Ya” apabila soal yang di telaah sudah sesuai dengan kriteria
3. Berilah tanda silang (X) pada kolom “Tidak” apabila soal yang di telaah tidak sesuai dengan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada texts soal dan perbaikannya.

| NO | Aspek  | Ya | Tidak | Catatan |
|----|--|----|-------|---------|
| 1  | Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas XI di semester 2? |    |       |         |
| 2  | Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?                            |    |       |         |
| 3  | Apakah instruksi dapat di pahami siswa?  |    |       |         |
| 4  | Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?  |    |       |         |
| 5  | Apakah alokasi waktu sudah cukup?  |    |       |         |
| 6  | Apakah items number 1, 16, 27, 38, 44 Sudah sesuai dengan aspek Main idea (topic)?                       |    |       |         |

|    |   |  |  |  |
|----|---|--|--|--|
| 7  | Apakah items number 3, 18, 21, 26, 32, 39, 50 Sudah sesuai dengan aspek <b>Expression</b> /idiom/phrases in context?        |  |  |  |
| 8  | Apakah items number 8, 9, 22, 23, 28, 35, 45 Sudah sesuai dengan aspek Inference (implied detail)?                          |  |  |  |
| 9  | Apakah items number 2, 6, 10, 13, 37, 48 Sudah sesuai dengan aspek Grammatical features?                                    |  |  |  |
| 10 | Apakah items number 15, 17, 25, 36, 41, 42, 47Sudah sesuai dengan aspek Detail (scanning for a specifically stated detail)? |  |  |  |
| 11 | Apakah items number 5, 12, 29, 40, 46Sudah sesuai dengan aspekExcluding facts not written (unstated detail)?                |  |  |  |
| 12 | Apakah items number 4, 7, 19, 30, 34, 43Sudah sesuai dengan aspek Supporting ideas?   |  |  |  |
| 13 | Apakah items number 11, 14, 20, 24, 31, 33, 49 Sudah sesuai dengan aspek Vocabulary in context?                             |  |  |  |



Form of Construct Validity for Reading Test  
(POST TEST)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Penelaah :

| NO | Aspek  | Ya | Tidak | Catatan |
|----|--|----|-------|---------|
| 1  | Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas XI di semester 2?             |    |       |         |
| 2  | Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?  |    |       |         |
| 3  | Apakah instruksi dapat di pahami siswa?  |    |       |         |
| 4  | Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?  |    |       |         |
| 5  | Apakah alokasi waktu sudah cukup?  |    |       |         |
| 6  | Apakah items number 14, 22, 29, 40 Sudah sesuai dengan aspek Main idea (topic)?                                      |    |       |         |
| 7  | Apakah items number 3, 13, 19, 24, 30, 42, 47 Sudah sesuai dengan aspek <b>Expression</b> /idiom/phrases in context? |    |       |         |
| 8  | Apakah items number 1, 7, 8, 9, 15, 43 Sudah sesuai dengan aspek Inference (implied detail)?                         |    |       |         |
| 9  | Apakah items number 4, 26, 27, 35, 39, 46 Sudah sesuai dengan aspek Grammatical features?                            |    |       |         |
| 10 | Apakah items number 2, 6, 12, 28, 34, 41, 48 Sudah sesuai dengan aspek Detail (scanning                              |    |       |         |

|    |  |  |  |  |
|----|--|--|--|--|
|    | for a specifically stated detail?  |  |  |  |
| 11 | Apakah items number 5, 16, 25, 32, 36, 44, 49 Sudah sesuai dengan aspek Excluding facts not written (unstated detail)? |  |  |  |
| 12 | Apakah items number 17, 21, 23, 31 Sudah sesuai dengan aspek Supporting ideas?   |  |  |  |
| 13 | Apakah items number 10, 11, 18, 20, 50, 33, 37, 38, 45 Sudah sesuai dengan aspek Vocabulary in context?                |  |  |  |

Bandar Lampung,  
Validator

2017

Hidayati, S.Pd  
NIP. 19720412 200604 2 021

## APPENDIX 10

### THE TEST ITEM FOR PRE-TEST

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Waktu : 90 menit

**Answer these questions by crossing (x) the correct answer in your answer sheet !**

Text for no. 1-4

#### Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

(<http://freeenglishcourse.info/tangkubanperahu-story-the-clearest-example-of-narrative-text/>)

101. What is the main idea of the story above ?
  - f. Sang Kuriang angry with Dayang Sumbi and kicked the boat fell upside down on the peak of mountain
  - g. Sang Kuriang married with Dayang Sumbi
  - h. Sang Kuriang did not know himself and forgot his name
  - i. Dayang Sumbi angry with Sang Kuriang and kicked the boat fell upside down on the peak of mountain
  - j. Dayang Sumbi was unmarried but pregnant
  
102. **He** was a good hunter too. (in line 3) The bold word refers to. . . .
  - a. Dayang Sumbi
  - b. Sang Kuriang

- c. Si Tumang
- d. Wayungyang
- e. Baby boy

103. The sentence “She looked younger than her age, so Sang Kuriang fell in love with her.” In line 11 expressess....

- f. Unhappy
- g. Peaceful
- h. Happy
- i. Sad
- j. Angry

104. Why did dayang sumbi refuse sang kuriang proposal?

- f. Because she recognized that he was her son
- g. Because she didn't love him
- h. Because Sang Kuriang was ugly
- i. Because Sang Kuriang was not rich
- j. Because she had a husband

Text for no. 5-6

Once upon a time there lived a kind-hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird return to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood.

Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

*(Adapted from : [www.englishindo.com](http://www.englishindo.com))*

105. The suitable title for the text above is...

- f. The sparrow's nest
- g. The old woman and the sparrow
- h. The evil woman
- i. The tongue cut sparrow
- j. The tongue and sparrow

106. "She chose the **big** basket which actually contained wasps". The synonym of the bold word is....

- f. Mini
- g. Huge
- h. Cute
- i. Large
- j. Small

Text for no. 7-11

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterward, a son was born. The baby's birth gave much happiness to the young mother. However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on hear bed. "Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly. Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

"Oh my god! How will I know who kill my child?" moaned Sidapaksa.

Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who

drowned him,” the taller one spoke. “Father, my mother is innocent. Grand mother threw me into the river. Now I’m happy because my beloved mother was come with me,” the smaller one spoke.

Then, one two flowers vanished into the water. They left their fragrance behind. Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

*(Adapted from: [www.kuliahbahasainggrisoke.com](http://www.kuliahbahasainggrisoke.com))*

107. What is the main idea of the text above?
  - f. Appeared of Banyuwangi river
  - g. Sidapaksa and his beautiful wife
  - h. King Sinduraja was killed
  - i. Hates the daughter in law
  - j. The sadness of the daughter in law
  
108. The sentence “Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!”. In line 17 expressess....
  - f. Regret
  - g. Happy
  - h. Angry
  - i. Sad
  - j. Laugh
  
109. Who didn’t like Sidapaksa’s wife ?
  - f. The king
  - g. The queen
  - h. The prime minister
  - i. Sidapaksa’s mother
  - j. Sidapaksa’s father
  
110. “The baby’s birth gave much happiness to the young mother.” In line 9 expressess....
  - f. Delighted
  - g. Unhappy
  - h. Sad
  - i. Peaceful
  - j. Angry
  
111. How was Sidapaksa wife ? she was....
  - e. a bad wife
  - e. a spoiled wife

- f. a smart wife
- g. a pretty wife
- h. a ugly wife

Text for no. 12-17

### **The Golden Snail**

Once upon a time, there was lived Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

(<http://freeenglishcourse.info/goldensnail-story-the-clearest-example-of-narrative-text/>)

112. Who was put a spell on Dewi Limaran and changed her into a golden snail?
- k. Dewi Limaran's husband
  - l. a young women
  - m. a King
  - n. Prince Raden Putra
  - o. The Witch
113. The sentence "Yuck!" In line 5 expressess....
- k. Joy
  - l. Glad
  - m. Hate
  - n. Pleasure
  - o. Love
114. What is the main idea of the text above ?
- k. Dewi Limaran is beautiful princess
  - l. Dewi Limaran is ugly snail
  - m. Dewi Limaran changed into a golden snail
  - n. Dewi Limaran and Raden Putra
  - o. Dewi Limaran become snail
115. Which the false statement from the text above ?
- k. Old women was surprised that the house was in good condition in the morning
  - l. The floor house of old women was mopped by golden snail
  - m. Dewi Limaran was changed into golden snail forever
  - n. Old women was surprised that the food already on the table
  - o. At the end, golden snail turned into Dewi Limaran again
116. Who the main character from the text above ?
- k. The king
  - l. Pince Raden Putra
  - m. Dewi Limaran
  - n. Old women
  - o. Witch
117. "The old woman is very curious". The underline in line 16 similiar with....
- k. Just so so



- l. Common
- m. Used to
- n. Amazed
- o. Usual

Text for no. 18-20

### **Loro Jonggrang**

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, their happy lives was disturbed by Pengging Kingdom. The king, Bandung Bandawasa, wanted to occupy Prambanan. He was a mean King.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bandawasa. Pengging could win the war because Bandung Bandawasa had supernatural power. His soldiers were not only human being but also genies. Those creatures always obeyed Bandung Bandawasa. They always did whatever Bandung Bandawasa asked them to do.

The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang. Bandung Bandawasa fell in love and wanted to marry her. "if you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bandawasa because he made the people of Prambanan suffered. "What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bandawasa. But he didn't give up. He asked the genies to help him. Then all those genies worked hard to build the 1000 temples. Meanwhile, Loro Jonggrang heard from the lady-in-waiting that the building of 1000 temples was almost finished. She was so scared; she did not want to marry Bandung Bandawasa. And then she had a great idea. She asked all the ladies-in-waiting to help her. "Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them prepare a lot of straw and mortars in the middle of the night. "Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortars. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight." It worked! All those genies thought that sun rise. They did not know the light was from the fire that burning the straw. And the noises from pounding the mortars like the start of a new day.

Bandung Bandawasa was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." With his supernatural power, Bandung Bandawasa made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple.

*(Adapted from: Contextual Teaching and Learning for Grade XI, page 121)*

118. Who is the main character from the text above ?
- f. Bandung Bandawasa
  - g. The Ladies
  - h. The King
  - i. Loro Jonggrang
  - j. Genies
119. And then **she** had a great idea. On line 20 the bold word refers to ?
- f. Ladies
  - g. Loro Jonggrang
  - h. Bandung Bandawasa
  - i. The Princess
  - j. The King's daughter
120. What is the Kingdom was distrubed people who lived in Prambanan ?
- a. Mataram Kingdom
  - b. Pegging Kingdom
  - c. Majapahit Kingdom
  - d. Borobudur Kingdom
  - e. Prambanan kingdom

Text for no. 21-25

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!". Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!". Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried. Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?". Aladdin was frightened, but he soon found the courage to ask,

“Could you please send me back to my house?” In no time at all Aladdin was back home. Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, “Master, your wish is my command.” Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin’s palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

*(Adapted from: Business English)*

121. What is the main idea of the text ?
  - f. Alladin and the princess
  - g. Alladin and the magician
  - h. Alladin and Jasmine
  - i. Alladin and the magic lamp
  - j. Alladin and his mother
  
122. What is Alladin found in the cave ? the wrong answer is.....
  - f. Found a lot of gold
  - g. Found the lamp
  - h. Find treasures
  - i. Find gold and treasures
  - j. Found his love
  
123. What was appeared when Alladin was rubbing the magic lamp ?
  - f. The Princess
  - g. His father
  - h. His mother
  - i. The magician
  - j. The Genie
  
124. **She** stopped to talk to Aladdin. The bold word refers to...
  - d. Mother
  - e. Allena
  - f. Aura
  - g. Sophia
  - h. Jasmine
  
125. “all of a sudden another **enormous** genie stood before him.” The synonym of the bold word is.....
 

|          |           |         |
|----------|-----------|---------|
| d. Large | f. Cute   | h. Huge |
| e. Small | g. Little |         |

## APPENDIX 11

### THE TEST ITEM FOR POST-TEST

Mata Pelajaran : Bahasa Inggris  
 Kelas : XI  
 Waktu : 90 menit

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**Answer these questions by crossing (x) the correct answer in your answer sheet !**

Text for no. 1-10

#### **Batara Guru Sahala**

Once, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!"

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise. Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

(<http://freeenglishcourse.info/story-of-narrative-text/>)

126. What is the story about?
  - f. How the lake Toba was created.
  - g. How the volcano erupted.
  - h. How a fisherman caught a fish.
  - i. How the fish changed into a beautiful girl.
  - j. How the volcano was created.
  
127. What was Batara Guru Sahala? The wrong answer is....
  - f. a teacher
  - g. a fisherman
  - h. a father
  - i. a husband

- j. a man
128. The sentence "You behaved exactly like the daughters of the fish!"  
The sentence in line 11 expressess....
- f. Angry
  - g. Glad
  - h. Afraid
  - i. Sad
  - j. Happy
129. One day, **his** daughters brought him his lunch. The bold word in line  
10 refers to .....
- f. Sahala
  - g. Daughters
  - h. Fish
  - i. Mother
  - j. Son
130. Finally, what did happen to the man ?
- f. He turned into stone
  - g. He turned into a fish
  - h. He turned into a lake
  - i. He turned into an island
  - j. He attacked by earthquake
131. From the text we can learn that ....
- f. Never keep a secret
  - g. Don't break your promise
  - h. Never angry to your children
  - i. Don't eat your father's lunch
  - j. Don't angry to your wife

Text for no. 11-21

### **The Golden Snail**

Once upon a time, there was lived Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting."Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to

Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

(<http://freeenglishcourse.info/goldensnail-story-the-clearest-example-of-narrative-text/>)

132. Who was put a spell on Dewi Limaran and changed her into a golden snail?

- p. Dewi Limaran's husband
- q. The Witch
- r. a young women
- s. a King
- t. Prince Raden Putra

133. The sentence "Yuck!" In line 5 expressess....

- p. Joy
- q. Glad
- r. Hate
- s. Pleasure
- t. Love

134. Who the main character from the text above ?
- p. The king
  - q. Dewi Limaran
  - r. Pince Raden Putra
  - s. Old women
  - t. Witch
135. The witch then threw it **away** into the river. On line 9 the antonym of the bold word is ?
- k. By far
  - l. Near
  - m. Far
  - n. Distant
  - o. Distantly
136. “The old woman is very curious”. The underline in line 16 similiar with....
- p. Just so so
  - q. Amazed
  - r. Common
  - s. Used to
  - t. Usual

Text for no. 22-28

### **Snow White and Seven Dwarfs**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw

the dwarfs, one of the dwarfs asked, “What is your name?” Snow White answered “My name is Snow White.”

The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

*(Adapted from : www.englishindo.com)*

137. The main idea of the text above is ?
  - f. Snow White and her family
  - g. Snow White ran away from house and lived in cottage
  - h. Snow White ran away from house and met seven dwarfs
  - i. Snow White met eight dwarfs
  - j. Snow White lived in cottage with her uncle and aunt
138. The third paragraph describes in detail ...
  - f. Where Snow White’s aunt and uncle had breakfast
  - g. What Snow White did after hearing her uncle’s plan
  - h. How Snow White went into the cottage
  - i. Whom Snow White met in the woods
  - j. With whom Snow White ran away into the woods
139. **She** was very tired and hungry. The bold word refers to .....
  - f. Snow White
  - g. Cinderella
  - h. Seven Dwarfs
  - i. Princess
  - j. The old Witch

Text for no. 29-39

### **The Crying Stone**

In a village, there lived a mother and her daughter. Her daughter was very beautiful, but she had very bad behavior. She was very lazy to help her mother work. Every day the girl was just spending her time by beautifying herself and admiring her beauty in the mirror, while her mother had to work hard to earn a living to support their life. Besides lazy, she was also very spoiled. She always asked to be given something and if she wasn’t, she would cry. Of course, that situation made her mother sad but somehow she still loved her daughter.

One day, the girl asked her mother to buy new gown for her. At first, her mother rejected her request because she did not have enough money. Nevertheless, because her mother was forced to obey her request, she fulfilled her daughter request. Then her mother asked her daughter to accompany her to the market. “All right, but I do not want to walk beside you. You should walk behind me, I’m embarrassed if



others see me “she said. Although her mother was sad, she continued to obey her request. So they went to the market to buy gown for her daughter. The girl was walking in front while her mother was walking behind her and carrying a basket on their way to the market.

Although they were a mother and a daughter, they looked very different. As if they did not come from the same family. Even, they looked like a boss and a maid. How couldn't be like that? Her daughter dressed up beautifully and wore a very nice gown. While her mother looked old and wore very simple dress.

On the way to the market, a man greeted them. “Hey pretty girl, is that your mother?” asked the man. “Of course she is not. She is my servant,” said the girl. His mother was sad to hear her answer. But she was silent though her heart was crying. Along the street the beautiful girl kept being asked by people about his mother. But the girl always said that the old woman behind her was her assistant.

Finally, the mother could not bear any longer to hear the answer that comes out of her daughter mouth. Then she prayed to god “Lord, punish this ungrateful child,” she said. Immediately the girl's legs turned to be stone. The change came slowly from her feet up to her head. Seeing her legs turned to be a stone, the girl screamed “ohhhh no! What happened to my legs?” She shouted. Then she cried and realized that she had done something bad to her mother. “Mom,! Forgive me. Please forgive me!” She cried in panic. The girl kept crying and crying but it was too late. The whole body eventually became a stone. Her mother was sad to see what happened to her daughter but she could not do anything else. Although she had become the rock completely, people can still see her tears. That was why the stone named Batu Menangis.

*(Adapted from: [www.kuliahbahasainggrisoke.com](http://www.kuliahbahasainggrisoke.com))*

140. What is the main idea of the text above ?

- f. Happy mother and her daughter
- g. The princess of stone
- h. Ungrateful girl who always crying
- i. Ungrateful girl changed into stone
- j. Girl become rich women

141. Who the main characters of the text above ?

- a. Mother
- b. Father
- c. a boy
- d. Son
- e. Daughter

142. “Hey **pretty** girl, is that your mother?”. The synonym of the bold word is....

- f. Nice
- g. Well
- h. Gergous
- i. Cute
- j. Kind

143. Where is the mother and her daughter lived ?

- f. In a city
- g. In a village
- h. In a car
- i. In a river
- j. In a forest

144. How the girl spent her time everyday ? not true is...

- f. Beautifying herself
- g. Admiring her beauty in the mirror
- h. Lazy
- i. Smart and dligent
- j. Very spoiled

145. Seeing her legs **turned** to be a stone, the girl screamed “ohhhh no! What happened to my legs?” She shouted. The bold word has similiar with....

- f. Moved
- g. Turning
- h. Charged
- i. Changed
- j. Taken

Text for no. 40-46

### **Malin Kundang**

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang’s father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant’s ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey,

his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deep sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crew and his own glory, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crew to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

(<http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-narrative-texts-part-1/>)

146. What is the main idea of the text above ?
  - f. Malin Kundang marry beautiful girl and ask his mother to live together
  - g. Malin Kundang ask his mother to love his wife and son
  - h. Malin Kundang forget his mother and leave her forever
  - i. Malin Kundang forget his mother and mother turned him into a stone
  - j. Malin Kundang lived happily with his wife and mother ever
147. His **huge** ship was wrecked and it was too late for Malin Kundang to apologize. Antonym of the bold word is....
  - f. Big
  - g. Large
  - h. High
  - i. Tall
  - j. Small

Text for no.47-50

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are

more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!

(sumber: detik-detik UN bahasa Inggris; 2015/2016; Intan Pariwara)

148. The sentence “You are a stupid bird!” in line 6 expressess....

- f. Unhappy
- g. Angry
- h. Happy
- i. Sad
- j. Glad

149. Who was back to the chicken house ?

- f. The woman
- g. The child
- h. The man
- i. The catano
- j. The parrot

150. The second paragraph means....

- f. The bird would say Catano
- g. The bird would say Parrot
- h. The man killed the bird
- i. The bird wouldn’t say Catano
- j. The man would killed the bird

**APPENDIX 12****Key Answer for Pre-test**

|       |       |       |
|-------|-------|-------|
| 1. A  | 11. C | 21. D |
| 2. B  | 12. E | 22. E |
| 3. C  | 13. C | 23. E |
| 4. A  | 14. C | 24. E |
| 5. B  | 15. C | 25. E |
| 6. B  | 16. C |       |
| 7. A  | 17. D |       |
| 8. C  | 18. D |       |
| 9. D  | 19. B |       |
| 10. A | 20. B |       |

**Key Answer for Post-test**

|       |       |       |
|-------|-------|-------|
| 1. A  | 11. B | 21. D |
| 2. A  | 12. C | 22. E |
| 3. A  | 13. C | 23. B |
| 4. A  | 14. A | 24. C |
| 5. C  | 15. D | 25. D |
| 6. B  | 16. E |       |
| 7. B  | 17. C |       |
| 8. C  | 18. B |       |
| 9. B  | 19. D |       |
| 10. B | 20. D |       |

## APPENDIX 13

### Lesson Plan for Experimental Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

**Nama Sekolah** : SMAN 16 BANDAR LAMPUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 2  
**Alokasi Waktu** : 2 x 45 menit ( Pertemuan ke 1 )  
**Topik Pembelajaran** : Narrative Text  
**Skill** : Reading

#### A. Standar Kompetensi

##### Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### B. Kompetensi Dasar

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

#### C. Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi  | Nilai Budaya Dan Karakter Bangsa  |
|--|---|
| <ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>tulis narrative</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i></li> <li>Memahami makna dalam teks <i>tulis narrative</i></li> <li>Menganalisis langkah-langkah retorika dalam wacana: <i>narrative</i></li> </ul> | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri |

### **Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi makna dalam teks *tulis narrative*
- Mengidentifikasi langkah-langkah retorika dalam wacana narrative
- Menyelesaikan soal dalam bentuk menjawab pertanyaan dari wacana yang diberikan.

### **E. Materi Pokok**

- a. Definition of Narrative text.  
Narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.
- b. Generic structure of Narrative text
  - 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
  - 2) A Complication that sets off chain of event that influences what will happen in the story.
  - 3) A sequence of event where the characters react to the complication.
  - 4) A resolution in which the characters finally sort out the complication.
  - 5) A coda that provides a comment or moral based on what has been learned from the story.
- c. Language Features in Narrative Text
  1. Told /written in first or third person (I, we, she, it, they).
  2. Told /written in past tense (sometimes in present tense).
  3. Connectives are widely used to move the narrative along and to affect the reader/listener:
    - to signal time (later that day, once);
    - to move the setting (meanwhile back at the cave, on the other side of the forest);
    - to surprise or create suspense (suddenly, without warning).
  4. Chronological (plot or content have a chronology of events that happened in a particular order).

## Contoh Narrative Text

### Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw apig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

## F. Metode Pembelajaran/Teknik:

Collaborative Strategic Reading (CSR) as strategy

## G. Strategi Pembelajaran

| No. | Kegiatan Pembelajaran  | Alokasi Waktu |
|-----|--|---------------|
| 1   | <b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa.</li> <li>- Guru menanyakan kabar siswa.</li> <li>- Guru memberi arahan ketua kelas untuk memimpin do'a.</li> <li>- Guru memeriksa kehadiran siswa.</li> </ul>   | 10 menit      |
| 2   | <b>Kegiatan inti (<i>Eksplorasi</i>)</b><br><b>Pre Reading :</b> <ol style="list-style-type: none"> <li>1. Guru mengenalkan langkah-langkah dan keuntungan membaca dengan menggunakan Collaborative Strategic Reading (CSR). Dan menjelaskan kepada siswa bahwa CSR adalah strategy yang berguna untuk mengembangkan pemahaman membaca dalam teks Narrative bagi siswa.</li> </ol> | 70 menit      |



|          |   |          |
|----------|---|----------|
|          | <p>2. Guru membagi siswa di dalam kelas menjadi beberapa kelompok kecil, masing-masing kelompok terdiri dari 5-6 siswa. Setelah semua siswa mendapat kelompok mereka memilih peran sebagai Leader, Clunk expert, Gist expert, Ennouncer, Encourager dan Timekeeper.</p> <p>3. Guru memberi perintah untuk berlatih membaca teks dengan menggunakan CSR.</p> <p><b>Whilst Reading :</b></p> <p>1. Guru mengawasi semua kelompok ketika sedang dalam proses mengerjakan tugas dan membantu siswa jika mereka mengalami kesulitan.</p> <p>2. Guru meminta perwakilan kelompok memberikan kesimpulan didepan kelas dan kelompok lain memberikan pendapat.</p> <p><b>Post Reading :</b></p> <p>- Guru memberikan beberapa pertanyaan yang berhubungan dengan teks, kegiatan ini dilakukan secara individu. Setelah selesai, siswa mengumpulkan lembar jawaban. Terakhir, guru membuat evaluasi dari jawaban siswa. Guru memberikan penilaian terhadap hasil kerja siswa.</p> |          |
| <b>3</b> | <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi pertanyaan oleh guru mengenai hal yang berkaitan secara individual</li> <li>- Siswa mengumpulkan tugas yang diberikan guru, dan guru memberikan evaluasi dari materi pembelajaran</li> <li>- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>   | 10 menit |

#### H. Sumber/Bahan/Alat

1. Text (Tangkuban Perahu)
2. Learning Log
3. Cue Sheet
4. Power Point/LCD Proyektor

#### I. Penilaian

Teknik : Tes tulis  
Bentuk : Multiple choice

## J. Instrumen Penilaian

Read the text carefully and then answer by crossing the correct answer !

### Loro Jonggrang

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, their happy lives was disturbed by Pengging Kingdom. The king, Bandung Bandawasa, wanted to occupy Prambanan. He was a mean King.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bandawasa. Pengging could win the war because Bandung Bandawasa had supernatural power. His soldiers were not only human being but also genies. Those creatures always obeyed Bandung Bandawasa. They always did whatever Bandung Bandawasa asked them to do.

The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang. Bandung Bandawasa fell in love and wanted to marry her. "if you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bandawasa because he made the people of Prambanan suffered. "What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bandawasa. But he didn't give up. He asked the genies to help him. Then all those genies worked hard to build the 1000 temples. Meanwhile, Loro Jonggrang heard from the lady-in-waiting that the building of 1000 temples was almost finished. She was so scared; she did not want to marry Bandung Bandawasa. And then she had a great idea. She asked all the ladies-in-waiting to help her. "Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them prepare a lot of straw and mortars in the middle of the night. "Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortars. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight." It worked! All those genies thought that sun rise. They did not know the light was from the fire that burning the straw. And the noises from pounding the mortars like the start of a new day.

Bandung Bandawasa was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." With his supernatural power, Bandung Bandawasa made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple.

151. Who is the main character from the text above ?
- k. Bandung Bandawasa
  - l. Loro Jonggrang
  - m. The Ladies
  - n. The King

o. Genies

152. The sentence "You cannot fool me, Loro Jonggrang....." in line 29 expressess.....

- f. Regret
- g. Sad
- h. Happy
- i. Laugh
- j. Angry

153. What are used Loro Jonggrang to tricked Bandung Bandawasa ?

- f. Straw and mortar
- g. Mortar
- h. Chicken
- i. Cat
- j. Straw

154. And then **she** had a great idea. On line 20 the bold word refers to ?

- k. Ladies
- l. Bandung Bandawasa
- m. The Princess
- n. The King's daughter
- o. Loro Jonggrang

155. What is the main idea of the text above ?

- f. Created of Loro Jonggrang temple
- g. Loro Jonggrang cheated Bandung Bandawasa
- h. Bandung Bandawasa is the king
- i. Loro Jonggrang and Bandung Bandawasa happily ever after
- j. Prambanan kingdom

Kunci Jawaban :

- 1. B
- 2. E
- 3. A
- 4. E
- 5. A

### Scoring

$$S = \frac{r}{n} \times 100$$

Notes :

S= The score of the test  
R= The total of the right answer  
N= The total item

**Bandar Lampung, 2017**

**Mengetahui,**

**Guru Mata Pelajaran**

**Mahasiswa Peneliti**

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**RENCANA PELAKSANAAN PEMBELAJARAN**

## (RPP 2)

**Nama Sekolah** : SMAN 16 BANDAR LAMPUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 2  
**Alokasi Waktu** : 2 x 45 menit ( Pertemuan ke 2 )  
**Topik Pembelajaran** : Narrative Text  
**Skill** : Reading

**A. Standar Kompetensi****Membaca**

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

**C. Indikator Pencapaian Kompetensi**

| Indikator Pencapaian Kompetensi  | Nilai Budaya Dan Karakter Bangsa  |
|--|---|
| <ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>tulis narrative</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i></li> <li>Memahami makna dalam teks <i>tulis narrative</i></li> <li>Menganalisis langkah-langkah retorika dalam wacana: <i>narrative</i></li> </ul> | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri |

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)

- Orientasi ke masa depan (punya perspektif untuk masa depan)

#### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi makna dalam teks *tulis narrative*
- Mengidentifikasi langkah-langkah retorika dalam wacana narrative
- Menyelesaikan soal dalam bentuk menjawab pertanyaan dari wacana yang diberikan.

#### **E. Materi Pokok**

##### **d. Definition of Narrative text.**

Narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.

##### **e. Generic structure of Narrative text**

- 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
- 2) A Complication that sets off chain of event that influences what will happen in the story.
- 3) A sequence of event where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) A coda that provides a comment or moral based on what has been learned from the story.

##### **f. Language Features in Narrative Text**

5. Told /written in first or third person (I, we, she, it, they).
6. Told /written in past tense (sometimes in present tense).
7. Connectives are widely used to move the narrative along and to affect the reader/listener:
  - to signal time (later that day, once);
  - to move the setting (meanwhile back at the cave, on the other side of the forest);
  - to surprise or create suspense (suddenly, without warning).
8. Chronological (plot or content have a chronology of events that happened in a particular order).

#### **Contoh Narrative Text**

### **Banyuwangi**

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterward, a son was born. The baby's birth gave much happiness to the young mother. However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on hear bed. "Ah, witched women. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly. Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

"Oh my god! How will I know who kill my child?" moaned Sidapaksa.

Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke. "Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke.

Then, one two flowers vanished into the water. They left their fragrance behind. Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

#### **F. Metode Pembelajaran/Teknik:**

Collaborative Strategic Reading (CSR) as strategy

#### **G. Strategi Pembelajaran**

| No. | Kegiatan Pembelajaran | Alokasi Waktu |
|-----|-----------------------|---------------|
| 1   | Kegiatan awal         | 10 menit      |

|          |   |          |
|----------|---|----------|
|          | <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa.</li> <li>- Guru menanyakan kabar siswa.</li> <li>- Guru memberi arahan ketua kelas untuk memimpin do'a.</li> <li>- Guru memeriksa kehadiran siswa.</li> </ul>   |          |
| <b>2</b> | <p><b>Kegiatan inti (<i>Eksplorasi</i>)</b></p> <p><b>Pre Reading :</b></p> <ol style="list-style-type: none"> <li>1. Guru mengenalkan langkah-langkah dan keuntungan membaca dengan menggunakan Collaborative Strategic Reading (CSR). Dan menjelaskan kepada siswa bahwa CSR adalah strategy yang berguna untuk mengembangkan pemahaman membaca dalam teks Narrative bagi siswa.</li> <li>2. Guru membagi siswa di dalam kelas menjadi beberapa kelompok kecil, masing-masing kelompok terdiri dari 5-6 siswa. Setelah semua siswa mendapat kelompok mereka memilih peran sebagai Leader, Clunk expert, Gist expert, Ennouncer, Encourager dan Timekeeper.</li> <li>3. Guru memberi perintah untuk berlatih membaca teks dengan menggunakan CSR.</li> </ol> <p><b>Whilst Reading :</b></p> <ol style="list-style-type: none"> <li>1. Guru mengawasi semua kelompok ketika sedang dalam proses mengerjakan tugas dan membantu siswa jika mereka mengalami kesulitan.</li> <li>2. Guru meminta perwakilan kelompok memberikan kesimpulan didepan kelas dan kelompok lain memberikan pendapat.</li> </ol> <p><b>Post Reading :</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan beberapa pertanyaan yang berhubungan dengan teks, kegiatan ini dilakukan secara individu. Setelah selesai, siswa mengumpulkan lembar jawaban. Terakhir, guru membuat evaluasi dari jawaban siswa. Guru memberikan penilaian terhadap hasil kerja siswa.</li> </ul> | 70 menit |
| <b>3</b> | <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi pertanyaan oleh guru mengenai hal yang berkaitan secara individual</li> <li>- Siswa mengumpulkan tugas yang diberikan guru, dan guru memberikan evaluasi dari materi pembelajaran</li> <li>- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>   | 10 menit |



**H. Sumber/Bahan/Alat**

5. Text (Batara Guru Sahala)
6. Learning Log
7. Cue Sheet
8. Power Point/LCD Proyektor

**I. Penilaian**

- Teknik : Tes tulis  
 Bentuk : Multiple choice

**J. Instrumen Penilaian**

Read the text carefully and then answer by crossing the correct answer !

**Batara Guru Sahala**

Once, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!"

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise. Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

156. What was Batara Guru Sahala? The wrong answer is....
- k. A fisherman
  - l. A father
  - m. A husband
  - n. A teacher
  - o. A man

157. What is the story about?

- k. How the volcano erupted.
  - l. How a fisherman caught a fish.
  - m. How the lake Toba was created.
  - n. How the fish changed into a beautiful girl.
  - o. How the volcano was created
158. From the text we can learn that ....
- k. Never keep a secret
  - l. Don't break your promise
  - m. Never angry to your children
  - n. Don't eat your father's lunch
  - o. Don't angry to your wife
159. The sentence "You behaved exactly like the daughters of the fish!" in line 11 expressess....
- k. Laugh
  - l. Afraid
  - m. Sad
  - n. Happy
  - e. Angry
160. One day, **his** daughters brought him his lunch. The bold word in line 10 refers to .....
- k. Sahala
  - l. Daughters
  - m. Toba
  - n. Father
  - o. Fish

Kunci Jawaban :

- 1. D
- 2. C
- 3. B
- 4. E
- 5. A

### Scoring

$$S = \frac{r}{n} \times 100$$

Notes :

S= The score of the test

R= The total of the right answer

N= The total item

**Bandar Lampung, 2017**

**Mengetahui,**

**Guru Mata Pelajaran**

**Mahasiswa Peneliti**

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**RENCANA PELAKSANAAN PEMBELAJARAN**

## (RPP 3)

**Nama Sekolah** : SMAN 16 BANDAR LAMPUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 2  
**Alokasi Waktu** : 2 x 45 menit ( Pertemuan ke 3 )  
**Topik Pembelajaran** : Narrative Text  
**Skill** : Reading

**A. Standar Kompetensi****Membaca**

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**B. Kompetensi Dasar**

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

**C. Indikator Pencapaian Kompetensi**

| Indikator Pencapaian Kompetensi  | Nilai Budaya Dan Karakter Bangsa  |
|--|---|
| <ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>tulis narrative</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i></li> <li>Memahami makna dalam teks <i>tulis narrative</i></li> <li>Menganalisis langkah-langkah retorika dalam wacana: <i>narrative</i></li> </ul> | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri |

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)

- Orientasi ke masa depan (punya perspektif untuk masa depan)

#### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi makna dalam teks *tulis narrative*
- Mengidentifikasi langkah-langkah retorika dalam wacana narrative
- Menyelesaikan soal dalam bentuk menjawab pertanyaan dari wacana yang diberikan.

#### **E. Materi Pokok**

##### **g. Definition of Narrative text.**

Narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.

##### **h. Generic structure of Narrative text**

- 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
- 2) A Complication that sets off chain of event that influences what will happen in the story.
- 3) A sequence of event where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) A coda that provides a comment or moral based on what has been learned from the story.

##### **i. Language Features in Narrative Text**

9. Told /written in first or third person (I, we, she, it, they).
10. Told /written in past tense (sometimes in present tense).
11. Connectives are widely used to move the narrative along and to affect the reader/listener:
  - to signal time (later that day, once);
  - to move the setting (meanwhile back at the cave, on the other side of the forest);
  - to surprise or create suspense (suddenly, without warning).
12. Chronological (plot or content have a chronology of events that happened in a particular order).

#### **Contoh Narrative Text**

### **Snow White and Seven Dwarfs**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

#### **F. Metode Pembelajaran/Teknik:**

Collaborative Strategic Reading (CSR) as strategy

#### **G. Strategi Pembelajaran**

| No. | Kegiatan Pembelajaran   | Alokasi Waktu |
|-----|---|---------------|
| 1   | <b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa.</li> <li>- Guru menanyakan kabar siswa.</li> <li>- Guru memberi arahan ketua kelas untuk memimpin do'a.</li> <li>- Guru memeriksa kehadiran siswa.</li> </ul>  | 10 menit      |
| 2   | <b>Kegiatan inti (<i>Eksplorasi</i>)</b><br><b>Pre Reading :</b> <ol style="list-style-type: none"> <li>1. Guru mengenalkan langkah-langkah dan keuntungan membaca dengan menggunakan Collaborative Strategic Reading (CSR). Dan menjelaskan kepada siswa bahwa CSR adalah strategy yang berguna untuk mengembangkan pemahaman membaca dalam teks Narrative bagi siswa.</li> <li>2. Guru membagi siswa di dalam kelas menjadi beberapa kelompok kecil, masing-masing kelompok terdiri dari 5-6</li> </ol> | 70 menit      |

|          |   |          |
|----------|---|----------|
|          | <p>siswa. Setelah semua siswa mendapat kelompok mereka memilih peran sebagai Leader, Clunk expert, Gist expert, Ennouncer, Encourager dan Timekeeper.</p> <p>3. Guru memberi perintah untuk berlatih membaca teks dengan menggunakan CSR.</p> <p><b>Whilst Reading :</b></p> <ol style="list-style-type: none"> <li>1. Guru mengawasi semua kelompok ketika sedang dalam proses mengerjakan tugas dan membantu siswa jika mereka mengalami kesulitan.</li> <li>2. Guru meminta perwakilan kelompok memberikan kesimpulan didepan kelas dan kelompok lain memberikan pendapat.</li> </ol> <p><b>Post Reading :</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan beberapa pertanyaan yang berhubungan dengan teks, kegiatan ini dilakukan secara individu. Setelah selesai, siswa mengumpulkan lembar jawaban. Terakhir, guru membuat evaluasi dari jawaban siswa. Guru memberikan penilaian terhadap hasil kerja siswa.</li> </ul> |          |
| <b>3</b> | <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi pertanyaan oleh guru mengenai hal yang berkaitan secara individual</li> <li>- Siswa mengumpulkan tugas yang diberikan guru, dan guru memberikan evaluasi dari materi pembelajaran</li> <li>- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>   | 10 menit |

#### H. Sumber/Bahan/Alat

9. Text (Snow White and Seven Dwarfs), Learning Log & Cue Sheet
10. Power Point/LCD Proyektor

#### I. Penilaian

Teknik : Tes tulis  
Bentuk : Multiple choice

#### J. Instrumen Penilaian

Read the text carefully and then answer by crossing the correct answer !

#### The Golden Snail

Once upon a time, there was lived Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning. The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

1. Who was put a spell on Dewi Limaran and changed her into a golden snail?
  - a. Dewi Limaran's husband
  - b. The Witch
  - c. Old women
  - d. King
  - e. Prince Raden Putra
2. What was Dewi Limaran did to the ugly and disgusting snail ?
  - a. She threw snail away into a river



- b. She threw it away into a pool
  - c. She threw snail near a river
  - d. She threw snail away
  - e. She threw it away into a palace
3. Which the false statement from the text above ?
- a. Old women was surprised that the house was in good condition in the morning
  - b. The floor house of old women was mopped by golden snail
  - c. Old women was surprised that the food already on the table.
  - d. Dewi Limaran was changed into golden snail forever.
  - e. Dewi limaran does not found her husband
4. Who the main character from the text above ?
- a. The king
  - b. Pince Raden Putra
  - c. Dewi Limaran
  - d. Old women
  - e. Witch
5. The sentence "Yuck!" In line 5 expressess....
- a. Happy
  - b. Hate
  - c. Afraid
  - d. Angry
  - e. Sad

Kunci Jawaban :

- 1. B
- 2. A
- 3. D
- 4. C
- 5. B

### Scoring

$$S = \frac{r}{n} \times 100$$

Notes :

S= The score of the test

R= The total of the right answer  
N= The total item

**Bandar Lampung,  
2017**

**Mengetahui,**

**Guru Mata Pelajaran**

**Mahasiswa Peneliti**

**Hidayati, S.Pd**  
**NIP. 19720412 200604 2 021**

**Nita Utami**  
**NPM. 1211040076**

**Plt. Kepala Sekolah**  
**SMA Negeri 16 Bandar Lampung**

**Dra. Hj. Emi Astuti**  
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## Lesson Plan for Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

**Nama Sekolah** : SMAN 16 BANDAR LAMPUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 2  
**Alokasi Waktu** : 2 x 45 menit ( Pertemuan ke 1 )  
**Topik Pembelajaran** : Narrative Text  
**Skill** : Reading

#### A. Standar Kompetensi

##### Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### B. Kompetensi Dasar

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

#### C. Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi  | Nilai Budaya Dan Karakter Bangsa  |
|--|---|
| <ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>tulis narrative</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i></li> <li>Memahami makna dalam teks <i>tulis narrative</i></li> <li>Menganalisis langkah-langkah retorika dalam wacana: <i>narrative</i></li> </ul> | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri |

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

#### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi makna dalam teks *tulis narrative*
- Mengidentifikasi langkah-langkah retorika dalam wacana narrative
- Menyelesaikan soal dalam bentuk menjawab pertanyaan dari wacana yang diberikan.

#### **E. Materi Pokok**

- j. Definition of Narrative text.  
Narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.
- k. Generic structure of Narrative text
  - 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
  - 2) A Complication that sets off chain of event that influences what will happen in the story.
  - 3) A sequence of event where the characters react to the complication.
  - 4) A resolution in which the characters finally sort out the complication.
  - 5) A coda that provides a comment or moral based on what has been learned from the story.
- l. Language Features in Narrative Text
  13. Told /written in first or third person (I, we, she, it, they).
  14. Told /written in past tense (sometimes in present tense).
  15. Connectives are widely used to move the narrative along and to affect the reader/listener:
    - to signal time (later that day, once);
    - to move the setting (meanwhile back at the cave, on the other side of the forest);
    - to surprise or create suspense (suddenly, without warning).
  16. Chronological (plot or content have a chronology of events that happened in a particular order).

#### **Contoh Narrative Text**

### **Tangkuban Perahu**

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sang Kuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went hunting with his dog, si Tumang. In the bush he saw apig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After along time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

#### **F. Metode Pembelajaran/Teknik:**

Scanning strategy

#### **G. Strategi Pembelajaran**

| <b>No.</b> | <b>Kegiatan Pembelajaran</b>   | <b>Alokasi Waktu</b> |
|------------|--|----------------------|
| <b>1</b>   | <b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa.</li> <li>- Guru menanyakan kabar siswa.</li> <li>- Guru memberi arahan ketua kelas untuk memimpin do'a.</li> <li>- Guru memeriksa kehadiran siswa.</li> </ul>   | 10 menit             |
| <b>2</b>   | <b>Kegiatan inti (<i>Eksplorasi</i>)</b><br><b>Pre Reading :</b> <ol style="list-style-type: none"> <li>1. Guru mengenalkan langkah-langkah dan keuntungan membaca dengan menggunakan Scanning Strategy untuk mengembangkan pemahaman siswa terhadap Narrative Teks.</li> <li>2. Guru memberikan tugas latihan individu kepada siswa dalam kelas.</li> </ol> | 70 menit             |

|          |   |          |
|----------|---|----------|
|          | <p><b>Whilst Reading :</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa membaca semua pertanyaan sebelum kegiatan membaca seluruh teks.</li> <li>2. Guru memberikan perintah untuk membaca menggunakan Scanning Strategy.</li> <li>3. Guru meminta siswa untuk mencari informasi atau jawaban untuk menjawab pertanyaan berdasarkan teks.</li> <li>4. Guru mengawasi siswa selama proses mengerjakan tugas dan membantu siswa jika siswa mengalami kesulitan.</li> </ol> <p><b>Post Reading :</b></p> <ul style="list-style-type: none"> <li>- Setelah selesai, siswa mengumpulkan lembar jawaban. Terakhir, guru membuat evaluasi dari jawaban siswa. Guru memberikan penilaian terhadap hasil kerja siswa.</li> </ul> |          |
| <b>3</b> | <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi pertanyaan oleh guru mengenai hal yang berkaitan secara individual</li> <li>- Siswa mengumpulkan tugas yang diberikan guru, dan guru memberikan evaluasi dari materi pembelajaran</li> <li>- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>   | 10 menit |

#### H. Sumber/Bahan/Alat

11. Worksheet
12. Power Point/LCD Proyektor

#### I. Penilaian

Teknik : Tes tulis  
Bentuk : Multiple choice

#### J.Instrumen Penilaian

Read the text carefully and then answer the questions by crossing the correct answer !

##### Loro Jonggrang

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, their happy lives was disturbed by Pengging Kingdom. The king, Bandung Bandawasa, wanted to occupy Prambanan. He was a mean King.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bandawasa. Pengging could win the

war because Bandung Bandawasa had supernatural power. His soldiers were not only human being but also genies. Those creatures always obeyed Bandung Bandawasa. They always did whatever Bandung Bandawasa asked them to do.

The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang. Bandung Bandawasa fell in love and wanted to marry her. "if you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bandawasa because he made the people of Prambanan suffered. "What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bandawasa. But he didn't give up. He asked the genies to help him. Then all those genies worked hard to build the 1000 temples. Meanwhile, Loro Jonggrang heard from the lady-in-waiting that the building of 1000 temples was almost finished. She was so scared; she did not want to marry Bandung Bandawasa. And then she had a great idea. She asked all the ladies-in-waiting to help her. "Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them prepare a lot of straw and mortars in the middle of the night. "Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortars. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight." It worked! All those genies thought that sun rise. They did not know the light was from the fire that burning the straw. And the noises from pounding the mortars like the start of a new day.

Bandung Bandawasa was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." With his supernatural power, Bandung Bandawasa made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple.

161. Who is the main character from the text above ?

- p. Bandung Bandawasa
- q. Loro Jonggrang
- r. The Ladies
- s. The King
- t. Genies

162. The sentence "You cannot fool me, Loro Jonggrang....." in line 29 expressess.....

- k. Regret
- l. Sad
- m. Happy
- n. Laugh
- o. Angry

163. What are used Loro Jonggrang to tricked Bandung Bandawasa ?
- k. Straw and mortar
  - l. Mortar
  - m. Chicken
  - n. Cat
  - o. Straw
164. And then **she** had a great idea. On line 20 the bold word refers to ?
- p. Ladies
  - q. Bandung Bandawasa
  - r. The Princess
  - s. The King's daughter
  - t. Loro Jonggrang
165. What is the main idea of the text above ?
- k. Created of Loro Jonggrang temple
  - l. Loro Jonggrang cheated Bandung Bandawasa
  - m. Bandung Bandawasa is the king
  - n. Loro Jonggrang and Bandung Bandawasa happily ever after
  - o. Prambanan kingdom

Kunci Jawaban :

- 1. B
- 2. E
- 3. A
- 4. E
- 5. A

### Scoring

$$S = \frac{r}{n} \times 100$$

Notes :

S= The score of the test

R= The total of the right answer

N= The total item

Bandar Lampung,

2017

Mengetahui,



**Guru Mata Pelajaran**

**Mahasiswa Peneliti**

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**SMA Negeri 16 Bandar Lampung**

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**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP 2)**

**Nama Sekolah** : SMAN 16 BANDAR LAMPUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 2  
**Alokasi Waktu** : 2 x 45 menit ( Pertemuan ke 2 )  
**Topik Pembelajaran** : Narrative Text  
**Skill** : Reading

#### A. Standar Kompetensi

##### Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### B. Kompetensi Dasar

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

#### C. Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi  | Nilai Budaya Dan Karakter Bangsa  |
|--|---|
| <ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>tulis narrative</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i></li> <li>Memahami makna dalam teks <i>tulis narrative</i></li> <li>Menganalisis langkah-langkah retorika dalam wacana: <i>narrative</i></li> </ul> | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri |

##### Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi makna dalam teks *tulis narrative*
- Mengidentifikasi langkah-langkah retorika dalam wacana narrative
- Menyelesaikan soal dalam bentuk menjawab pertanyaan dari wacana yang diberikan.

## E. Materi Pokok

- m. Definition of Narrative text.  
Narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.
- n. Generic structure of Narrative text
  - 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
  - 2) A Complication that sets off chain of event that influences what will happen in the story.
  - 3) A sequence of event where the characters react to the complication.
  - 4) A resolution in which the characters finally sort out the complication.
  - 5) A coda that provides a comment or moral based on what has been learned from the story.
- o. Language Features in Narrative Text
  17. Told /written in first or third person (I, we, she, it, they).
  18. Told /written in past tense (sometimes in present tense).
  19. Connectives are widely used to move the narrative along and to affect the reader/listener:
    - to signal time (later that day, once);
    - to move the setting (meanwhile back at the cave, on the other side of the forest);
    - to surprise or create suspense (suddenly, without warning).
  20. Chronological (plot or content have a chronology of events that happened in a particular order).

## Contoh Narrative Text

### Banyuwangi

Once upon a time, there region in East Java a king named Sindureja. He had a prime minister named Sidapaksa. Sidapaksa had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife

One day, King Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterward, a son was born. The baby's birth gave much happiness to the young mother. However one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his Kris and approached his wife who was lying weak on her bed. "Ah, wicked women. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly. Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.

"Oh my god! How will I know who kill my child?" moaned Sidapaksa.

Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke. "Father, my mother is innocent. Grand mother threw me into the river. Now I'm happy because my beloved mother was come with me," the smaller one spoke.

Then, one two flowers vanished into the water. They left their fragrance behind. Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

#### **F. Metode Pembelajaran/Teknik:**

Scanning strategy

#### **G. Strategi Pembelajaran**

| No.      | Kegiatan Pembelajaran  | Alokasi Waktu |
|----------|--|---------------|
| <b>1</b> | <b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa.</li> <li>- Guru menanyakan kabar siswa.</li> <li>- Guru memberi arahan ketua kelas untuk memimpin do'a.</li> <li>- Guru memeriksa kehadiran siswa.</li> </ul> | 10 menit      |
| <b>2</b> | <b>Kegiatan inti (<i>Eksplorasi</i>)</b>   | 70 menit      |

|          |   |          |
|----------|---|----------|
|          | <p><b>Pre Reading :</b></p> <ol style="list-style-type: none"> <li>1. Guru mengenalkan langkah-langkah dan keuntungan membaca dengan menggunakan Scanning Strategy untuk mengembangkan pemahaman siswa terhadap Narrative Teks.</li> <li>2. Guru memberikan tugas latihan individu kepada siswa dalam kelas.</li> </ol> <p><b>Whilst Reading :</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa membaca semua pertanyaan sebelum kegiatan membaca seluruh teks.</li> <li>2. Guru memberikan perintah untuk membaca menggunakan Scanning Strategy.</li> <li>3. Guru meminta siswa untuk mencari informasi atau jawaban untuk menjawab pertanyaan berdasarkan teks.</li> <li>4. Guru mengawasi siswa selama proses mengerjakan tugas dan membantu siswa jika siswa mengalami kesulitan.</li> </ol> <p><b>Post Reading :</b></p> <ul style="list-style-type: none"> <li>- Setelah selesai, siswa mengumpulkan lembar jawaban. Terakhir, guru membuat evaluasi dari jawaban siswa. Guru memberikan penilaian terhadap hasil kerja siswa.</li> </ul> |          |
| <b>3</b> | <p><b>Kegiatan Akhir</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi pertanyaan oleh guru mengenai hal yang berkaitan secara individual</li> <li>- Siswa mengumpulkan tugas yang diberikan guru, dan guru memberikan evaluasi dari materi pembelajaran</li> <li>- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>   | 10 menit |

#### H. Sumber/Bahan/Alat

13. Worksheet
14. Power Point/LCD Proyektor

#### I. Penilaian

Teknik : Tes tulis  
Bentuk : Multiple choice

#### J.Instrumen Penilaian

Read the text carefully and then answer by crossing the correct answer !

### **Batara Guru Sahala**

Once, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!"

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise. Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

166. What was Batara Guru Sahala? The wrong answer is....  
p. A fisherman                      c. A husband                      d. A man  
q. A father                              d. A teacher  
r.
167. What is the story about?  
p. How the volcano erupted.  
q. How a fisherman caught a fish.  
r. How the lake Toba was created.  
s. How the fish changed into a beautiful girl.  
t. How the volcano was created
168. From the text we can learn that ....  
p. Never keep a secret  
q. Don't break your promise  
r. Never angry to your children  
s. Don't eat your father's lunch  
t. Don't angry to your wife
169. The sentence "You behaved exactly like the daughters of the fish!" in line 11 expressess....  
o. Laugh                              c. Sad                              e. Angry  
p. Afraid                              d. Happy

170. One day, **his** daughters brought him his lunch. The bold word in line 10 refers to .....

- |              |           |         |
|--------------|-----------|---------|
| p. Sahala    | c. Toba   | e. Fish |
| q. Daughters | d. Father |         |

Kunci Jawaban :

- |      |      |
|------|------|
| 1. D | 4. E |
| 2. C | 5. A |
| 3. B |      |

### Scoring

$$S = \frac{r}{n} \times 100$$

Notes :

S= The score of the test

R= The total of the right answer

N= The total item

Bandar Lampung, 2017  
Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

Hidayati, S.Pd  
NIP. 19720412 200604 2 021

Nita Utami  
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Plt. Kepala Sekolah  
SMA Negeri 16 Bandar Lampung

Dra. Hj. Emi Astuti  
NIP. 19580809 198403 2 002  
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 3)

**Nama Sekolah** : SMAN 16 BANDAR LAMPUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 2  
**Alokasi Waktu** : 2 x 45 menit ( Pertemuan ke 3 )  
**Topik Pembelajaran** : Narrative Text  
**Skill** : Reading

### A. Standar Kompetensi

#### Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### B. Kompetensi Dasar

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### C. Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi  | Nilai Budaya Dan Karakter Bangsa  |
|--|---|
| <ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks <i>tulis narrative</i></li> <li>Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i></li> <li>Memahami makna dalam teks <i>tulis narrative</i></li> <li>Menganalisis langkah-langkah retorika dalam wacana: <i>narrative</i></li> </ul> | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri |

#### Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :



- Mengidentifikasi makna dalam teks *tulis narrative*
- Mengidentifikasi langkah-langkah retorika dalam wacana narrative
- Menyelesaikan soal dalam bentuk menjawab pertanyaan dari wacana yang diberikan.

## E. Materi Pokok

- p. Definition of Narrative text.  
Narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener.
- q. Generic structure of Narrative text
- 1) An Orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
  - 2) A Complication that sets off chain of event that influences what will happen in the story.
  - 3) A sequence of event where the characters react to the complication.
  - 4) A resolution in which the characters finally sort out the complication.
  - 5) A coda that provides a comment or moral based on what has been learned from the story.
- r. Language Features in Narrative Text
21. Told /written in first or third person (I, we, she, it, they).
  22. Told /written in past tense (sometimes in present tense).
  23. Connectives are widely used to move the narrative along and to affect the reader/listener:
    - to signal time (later that day, once);
    - to move the setting (meanwhile back at the cave, on the other side of the forest);
    - to surprise or create suspense (suddenly, without warning).
  24. Chronological (plot or content have a chronology of events that happened in a particular order).

## Contoh Narrative Text

### Snow White and Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

#### F. Metode Pembelajaran/Teknik:

Scanning strategy

#### G. Strategi Pembelajaran

| No. | Kegiatan Pembelajaran  | Alokasi Waktu |
|-----|--|---------------|
| 1   | <b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa.</li> <li>- Guru menanyakan kabar siswa.</li> <li>- Guru memberi arahan ketua kelas untuk memimpin do'a.</li> <li>- Guru memeriksa kehadiran siswa.</li> </ul>   | 10 menit      |
| 2   | <b>Kegiatan inti (<i>Eksplorasi</i>)</b><br><b>Pre Reading :</b> <ol style="list-style-type: none"> <li>1. Guru mengenalkan langkah-langkah dan keuntungan membaca dengan menggunakan Scanning Strategy untuk mengembangkan pemahaman siswa terhadap Narrative Teks.</li> <li>2. Guru memberikan tugas latihan individu kepada siswa dalam kelas.</li> </ol> <b>Whilst Reading :</b> <ol style="list-style-type: none"> <li>1. Guru meminta siswa membaca semua pertanyaan sebelum kegiatan membaca seluruh teks.</li> <li>2. Guru memberikan perintah untuk membaca menggunakan Scanning Strategy.</li> <li>3. Guru meminta siswa untuk mencari informasi atau jawaban untuk menjawab pertanyaan berdasarkan teks.</li> <li>4. Guru mengawasi siswa selama proses mengerjakan tugas dan membantu siswa jika siswa mengalami kesulitan.</li> </ol> | 70 menit      |

|          |   |          |
|----------|---|----------|
|          | <b>Post Reading :</b><br>- Setelah selesai, siswa mengumpulkan lembar jawaban. Terakhir, guru membuat evaluasi dari jawaban siswa. Guru memberikan penilaian terhadap hasil kerja siswa.  |          |
| <b>3</b> | <b>Kegiatan Akhir</b><br>- Siswa diberi pertanyaan oleh guru mengenai hal yang berkaitan secara individual<br>- Siswa mengumpulkan tugas yang diberikan guru, dan guru memberikan evaluasi dari materi pembelajaran<br>- Menyampaikan rencana pembelajaran pada pertemuan berikutnya. | 10 menit |

#### **H. Sumber/Bahan/Alat**

- 15. Worksheet
- 16. Power Point/LCD Proyektor

#### **I. Penilaian**

- Teknik : Tes tulis  
 Bentuk : Multiple choice

#### **J. Instrumen Penilaian**

Read the text carefully and then answer the question by crossing the correct answer !

##### **The Golden Snail**

Once upon a time, there was lived Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

6. Who was put a spell on Dewi Limaran and changed her into a golden snail?
  - f. Dewi Limaran's husband
  - g. The Witch
  - h. Old women
  - i. King
  - j. Prince Raden Putra
7. What was Dewi Limaran did to the ugly and disgusting snail ?
  - f. She threw snail away into a river
  - g. She threw it away into a pool
  - h. She threw snailnear a river
  - i. She threw snail away
  - j. She threw it away into a palace
8. Which the false statement from the text above ?
  - f. Old women was surprised that the house was in good condition in the morning
  - g. The floor house of old women was mopped by golden snail
  - h. Old women was surprised that the food already on the table.
  - i. Dewi Limaran was changed into golden snail forever.
  - j. Dewi limaran does not found her husband
9. Who the main character from the text above ?
  - f. The king

- g. Pince Raden Putra
  - h. Dewi Limaran
  - i. Old women
  - j. Witch
10. The sentence "Yuck!" In line 5 expressess....
- f. Happy
  - g. Hate
  - h. Afraid
  - i. Angry
  - j. Sad

Kunci Jawaban :

- 1. B
- 2. A
- 3. D
- 4. C
- 5. B

### Scoring

$$S = \frac{r}{n} \times 100$$

Notes :

S= The score of the test

R= The total of the right answer

N= The total item

|   |                        |  |
|---|------------------------|--|
|   | <b>Bandar Lampung,</b> | <b>2017</b>  |
|   | <b>Mengetahui,</b>     |  |
| <b>Guru Mata Pelajaran</b>  |                        | <b>Mahasiswa Peneliti</b>                              |
| <br><b><u>Hidayati, S.Pd</u></b><br><b>NIP. 19720412 200604 2 021</b> |                        | <br><b><u>Nita Utami</u></b><br><b>NPM. 1211040076</b> |

**Plt. Kepala Sekolah**  
**SMA Negeri 16 Bandar Lampung**

**Dra. Hj. Emi Astuti**  
**NIP. 19580809 198403 2 002**

## APPENDIX 16

## STUDENTS' SCORE IN EXPERIMENTAL CLASS

| No. | Name                          | Gender | Code | Pretest Score | Gain | Posttest Score |
|-----|-------------------------------|--------|------|---------------|------|----------------|
| 1   | Adinda Meilani Kurniawan      | F      | E1   | 60            | 16   | 76             |
| 2   | Aisyah Vannie Bachtiar        | F      | E2   | 72            | 12   | 84             |
| 3   | Auliya Rohali                 | F      | E3   | 60            | 24   | 84             |
| 4   | Ayu Ningsih Lestari           | F      | E4   | 70            | 20   | 90             |
| 5   | Azzhara Trixsy Kamilla        | F      | E5   | 72            | 8    | 90             |
| 6   | Caca Maharani Wiga            | F      | E6   | 80            | 16   | 96             |
| 7   | Danang Prayoga                | M      | E7   | 48            | 24   | 72             |
| 8   | Dina Safitri P                | F      | E8   | 68            | 20   | 88             |
| 9   | Dwi Damayanti                 | F      | E9   | 80            | 12   | 92             |
| 10  | Dwiky Dermawan Santari        | M      | E10  | 64            | 16   | 80             |
| 11  | Echa Yuliyanti                | F      | E11  | 60            | 24   | 84             |
| 12  | Egi Pranata                   | M      | E12  | 76            | 16   | 92             |
| 13  | Fenny Ananda                  | F      | E13  | 72            | 16   | 88             |
| 14  | Hanny Puspita Wijaya          | F      | E14  | 70            | 20   | 90             |
| 15  | Lolyantari Agustini           | F      | E15  | 44            | 24   | 68             |
| 16  | Maura Fadia Dita Putri        | F      | E16  | 72            | 12   | 84             |
| 17  | Meldawati                     | F      | E17  | 72            | 0    | 72             |
| 18  | Muhammad Taufik               | M      | E18  | 40            | 24   | 64             |
| 19  | Novia Lindra Chika Salsabela  | F      | E19  | 48            | 16   | 64             |
| 20  | Nurhaliza Tri Fabella         | F      | E20  | 40            | 24   | 64             |
| 21  | Randi A Kurnia                | M      | E21  | 52            | 20   | 72             |
| 22  | Regan Feriza                  | M      | E22  | 52            | 24   | 76             |
| 23  | Rio Pratama Acnesa Romero     | M      | E23  | 72            | 12   | 84             |
| 24  | Riski Apriyani                | F      | E24  | 60            | 0    | 60             |
| 25  | Riski Wulandari               | F      | E25  | 76            | 20   | 86             |
| 26  | Rizsa Lesyani                 | F      | E26  | 72            | 16   | 88             |
| 27  | Sonya Ananda Putri Madani     | F      | E27  | 76            | 20   | 86             |
| 28  | Tri Amy Liya Sari             | F      | E28  | 60            | 20   | 80             |
| 29  | Tri Ingdupan Meta Mellenia S. | F      | E29  | 52            | 24   | 76             |
| 30  | Vita Inaya Azzahra. Z         | F      | E30  | 56            | 12   | 68             |
| 31  | Vivi Nur Aini                 | F      | E31  | 56            | 16   | 72             |
| 32  | Yang Yang Maulana Rifa'i      | M      | E32  | 48            | 24   | 72             |

Note:

**F = 24****M = 8**

**APPENDIX 17****STUDENTS' SCORE IN CONTROL CLASS**

| No. | Name                      | Gender | Code | Pretest | Gain | Posttest |
|-----|---------------------------|--------|------|---------|------|----------|
| 1   | Amy Renatha               | F      | C1   | 40      | 0    | 40       |
| 2   | Anisa Yulia Fani          | F      | C2   | 80      | 4    | 84       |
| 3   | Arin Oktavia              | F      | C3   | 64      | 12   | 76       |
| 4   | Berta Natari              | F      | C4   | 72      | 20   | 92       |
| 5   | Bunga Fitri               | F      | C5   | 40      | 8    | 48       |
| 6   | Daffa Agung Priyambada    | M      | C6   | 40      | 24   | 64       |
| 7   | Desya Handayani           | F      | C7   | 60      | 12   | 72       |
| 8   | Dike Eka Purnama          | M      | C8   | 60      | 0    | 60       |
| 9   | Fadila Ayu Putri          | F      | C9   | 68      | 20   | 88       |
| 10  | Firza Zarira              | F      | C10  | 60      | 8    | 68       |
| 11  | Gilang Ferdian Ramses     | M      | C11  | 68      | 12   | 80       |
| 12  | Indah Yulianti            | F      | C12  | 72      | 12   | 84       |
| 13  | Ismail Muhammad Isya      | M      | C13  | 60      | 8    | 68       |
| 14  | Kirana Ingrid Putrindhari | F      | C14  | 40      | 16   | 56       |
| 15  | M. Sopyan                 | M      | C15  | 56      | 12   | 68       |
| 16  | Misyati                   | F      | C16  | 52      | 8    | 60       |
| 17  | Nanda Trisua Hardianto    | M      | C17  | 40      | 12   | 52       |
| 18  | Novia Kursita             | F      | C18  | 80      | 16   | 96       |
| 19  | Nurul Bhatull Aini        | F      | C19  | 44      | 16   | 60       |
| 20  | Oktaria Nurika A.         | F      | C20  | 68      | 8    | 76       |
| 21  | Phingki Altama Leo Dera   | F      | C21  | 52      | 12   | 64       |
| 22  | Ramadanti                 | F      | C22  | 52      | 16   | 68       |
| 23  | Raihan Ega Pratama        | M      | C23  | 48      | 8    | 56       |
| 24  | Riski Abdillah            | M      | C24  | 72      | 16   | 88       |
| 25  | Salsabila                 | F      | C25  | 68      | 16   | 84       |
| 26  | Sanoya Agrasa             | F      | C26  | 48      | 4    | 52       |
| 27  | Shelly Rosandia           | F      | C27  | 48      | 12   | 60       |
| 28  | Tri Andika Aji Pangestu   | M      | C28  | 44      | 16   | 60       |
| 29  | Vierda Annisa Wulandari   | F      | C29  | 72      | 8    | 80       |
| 30  | Yudha Kusuma Rianto       | M      | C30  | 68      | 16   | 84       |
| 31  | Zhara Shabrina            | F      | C31  | 44      | 12   | 56       |
| 32  | Yusuf Arif Sena K.        | M      | C32  | 80      | 4    | 84       |

**Note:****F = 21****M = 11**

**APPENDIX 18****Result of Pretest in Experimental Class****Descriptives**

| startegy |   |   | Statistic | Std. Error |
|----------|---|---|-----------|------------|
| pretest  | 1 | Mean                                    | 62.5000   | 2.09839    |
|          |   | 95% Confidence Interval for Lower Bound | 58.2203   |            |
|          |   | Mean Upper Bound                        | 66.7797   |            |
|          |   | 5% Trimmed Mean                         | 62.7778   |            |
|          |   | Median                                  | 62.0000   |            |
|          |   | Variance                                | 140.903   |            |
|          |   | Std. Deviation                          | 1.18703E1 |            |
|          |   | Minimum                                 | 40.00     |            |
|          |   | Maximum                                 | 80.00     |            |
|          |   | Range                                   | 40.00     |            |
|          |   | Interquartile Range                     | 20.00     |            |
|          |   | Skewness                                | -.355     | .414       |
|          |   | Kurtosis                                | -1.038    | .809       |



**APPENDIX 19****Result of Pretest in Control Class****Descriptives**

| strategy |   |   | Statistic | Std. Error |
|----------|---|---|-----------|------------|
| pretest  | 2 | Mean                                    | 58.1250   | 2.33476    |
|          |   | 95% Confidence Interval for Lower Bound | 53.3632   |            |
|          |   | Mean Upper Bound                        | 62.8868   |            |
|          |   | 5% Trimmed Mean                         | 57.9167   |            |
|          |   | Median                                  | 60.0000   |            |
|          |   | Variance                                | 174.435   |            |
|          |   | Std. Deviation                          | 1.32074E1 |            |
|          |   | Minimum                                 | 40.00     |            |
|          |   | Maximum                                 | 80.00     |            |
|          |   | Range                                   | 40.00     |            |
|          |   | Interquartile Range                     | 23.00     |            |
|          |   | Skewness                                | .076      | .414       |
|          |   | Kurtosis                                | -1.282    | .809       |

**APPENDIX 20****Result of Posttest in Experimental Class**

| Descriptives |   |                                  |             |            |         |
|--------------|---|----------------------------------|-------------|------------|---------|
| strategy     |   |                                  | Statistic   | Std. Error |         |
| posttest     | 1 | Mean                             | 79.4375     | 1.73956    |         |
|              |   | 95% Confidence Interval for Mean | Lower Bound |            | 75.8896 |
|              |   |                                  | Upper Bound |            | 82.9854 |
|              |   | 5% Trimmed Mean                  |             |            | 79.5972 |
|              |   | Median                           |             |            | 82.0000 |
|              |   | Variance                         |             |            | 96.835  |
|              |   | Std. Deviation                   |             |            | 9.84046 |
|              |   | Minimum                          |             |            | 60.00   |
|              |   | Maximum                          |             |            | 96.00   |
|              |   | Range                            |             |            | 36.00   |
|              |   | Interquartile Range              |             |            | 16.00   |
|              |   | Skewness                         |             |            | -.310   |
|              |   | Kurtosis                         |             |            | -1.028  |
|              |   |                                  | .414        |            |         |
|              |   |                                  | .809        |            |         |

**APPENDIX 21****Result of Posttest in Control Class**

| Descriptives |   |                                  |           |            |
|--------------|---|----------------------------------|-----------|------------|
| strategy     |   |                                  | Statistic | Std. Error |
| posttest     | 2 | Mean                             | 69.6250   | 2.51357    |
|              |   | 95% Confidence Interval for Mean |           |            |
|              |   | Lower Bound                      | 64.4985   |            |
|              |   | Upper Bound                      | 74.7515   |            |
|              |   | 5% Trimmed Mean                  | 69.7222   |            |
|              |   | Median                           | 68.0000   |            |
|              |   | Variance                         | 202.177   |            |
|              |   | Std. Deviation                   | 1.42189E1 |            |
|              |   | Minimum                          | 40.00     |            |
|              |   | Maximum                          | 96.00     |            |
|              |   | Range                            | 56.00     |            |
|              |   | Interquartile Range              | 24.00     |            |
|              |   | Skewness                         | .001      | .414       |
|              |   | Kurtosis                         | -.888     | .809       |

## APPENDIX 22

### Normality and Homogeneity Test

Case Processing Summary

|      |          | Cases |         |         |         |       |         |
|------|----------|-------|---------|---------|---------|-------|---------|
|      |          | Valid |         | Missing |         | Total |         |
|      | strategy | N     | Percent | N       | Percent | N     | Percent |
| gain | 1        | 32    | 100.0%  | 0       | .0%     | 32    | 100.0%  |
|      | 2        | 32    | 100.0%  | 0       | .0%     | 32    | 100.0%  |

Descriptives

| strategy |   |   | Statistic | Std. Error |
|----------|---|---|-----------|------------|
| gain     | 1 | Mean                                    | 17.2500   | 1.14212    |
|          |   | 95% Confidence Interval for Lower Bound | 14.9206   |            |
|          |   | Mean Upper Bound                        | 19.5794   |            |
|          |   | 5% Trimmed Mean                         | 17.8333   |            |
|          |   | Median                                  | 18.0000   |            |
|          |   | Variance                                | 41.742    |            |
|          |   | Std. Deviation                          | 6.46080   |            |
|          |   | Minimum                                 | .00       |            |
|          |   | Maximum                                 | 24.00     |            |
|          |   | Range                                   | 24.00     |            |
|          |   | Interquartile Range                     | 11.00     |            |
|          |   | Skewness                                | -1.133    | .414       |
|          |   | Kurtosis                                | 1.345     | .809       |
|          | 2 | Mean                                    | 11.5000   | .99596     |
|          |   | 95% Confidence Interval for Lower Bound | 9.4687    |            |

|                     |             |         |      |
|---------------------|-------------|---------|------|
| Mean                | Upper Bound | 13.5313 |      |
| 5% Trimmed Mean     |             | 11.5278 |      |
| Median              |             | 12.0000 |      |
| Variance            |             | 31.742  |      |
| Std. Deviation      |             | 5.63400 |      |
| Minimum             |             | .00     |      |
| Maximum             |             | 24.00   |      |
| Range               |             | 24.00   |      |
| Interquartile Range |             | 8.00    |      |
| Skewness            |             | -.134   | .414 |
| Kurtosis            |             | -.063   | .809 |

#### Tests of Normality

|          |   | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|----------|---|---------------------------------|----|------|--------------|----|------|
| strategy |   | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| gain     | 1 | .173                            | 32 | .016 | .858         | 32 | .001 |
|          | 2 | .160                            | 32 | .036 | .953         | 32 | .174 |

a. Lilliefors Significance Correction

#### Test of Homogeneity of Variance

|      |                                      | Levene Statistic | df1 | df2    | Sig. |
|------|--------------------------------------|------------------|-----|--------|------|
| gain | Based on Mean                        | .448             | 1   | 62     | .506 |
|      | Based on Median                      | .603             | 1   | 62     | .441 |
|      | Based on Median and with adjusted df | .603             | 1   | 61.313 | .441 |
|      | Based on trimmed mean                | .451             | 1   | 62     | .504 |

APPENDIX 23

Independent Samples Test

|      |                                | Levene's Test<br>for Equality of<br>Variances |      | t-test for Equality of Means |        |                     |                    |                          |   |
|------|--------------------------------|---|------|------------------------------|--------|---------------------|--------------------|--------------------------|---|
|      |                                | F   | Sig. | t                            | df     | Sig. (2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |
|      |                                |   |      |                              |        |                     |                    |                          | Lower   |
| gain | Equal variances<br>assumed     | .448  | .506 | 3.794                        | 62     | .000                | 5.75000            | 1.51538                  | 2.72080   |
|      | Equal variances not<br>assumed |   |      | 3.794                        | 60.873 | .000                | 5.75000            | 1.51538                  | 2.71969   |

Result of Hypothetical Test

**APPENDIX 24****DOCUMENTATION****Tryout (XI IPA 4)**

**Pre-test in Experimental Class (XI IPA 6)**



**Pre-test in Control Class (XI IPA 2)**





## Treatment



**Post-test in Experimental Class**



**Post-test in Control Class**

